

RAE No 000

TITLE: Collaborative podcasts and videocasts for english language proficiency development in a 10th grade.

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ACADEMIC PROGRAM: Maestría en educación con énfasis en didáctica de las lenguas extranjeras.

KEY WORDS: Social constructivism, collaborative learning, podcast, videocast, oral interaction.

DESCRIPTION:

CONTENT: This thesis focused on the development of oral and listening sub-skills, used podcasts and videocasts, in a group of tenth graders to provide spaces of expression and opinion in English.

The first part describes the proposal including the reasons for which the investigation is carried out.

The second part reviews the theories related to *collaborative learning* and management of podcasts and videocasts for English teaching. The third part explains the research design, highlighting the objectives, defining procedures, stages, and implementation. After three stages of teacher intervention, some findings were made by the observation and analysis of the data collected, workshops, design and development of podcast and video files.

This study addresses issues of socio-educational context about the role of new technologies in the development of interaction skills, in a foreign language.

INTRODUCTION: The phenomenon of globalization moves us towards a world without frontiers in which the economy, politics, and technologies of communication lead us to interact and express ourselves with others under a common language. World Englishes have grown and have assumed the role of the bridge between different countries and cultures.

This situation has urged the need to encourage the learning of English to focus on the capacity to communicate competently; for this reason, new approaches, methods, and strategies have been adopted in different classrooms currently. English teachers are trying to implement the best strategies to encourage their students' communicative skills. Collaborative learning in technological environments arises as a useful alternative for getting this objective, according to Crook (1998) who highlights important reasons for using this method:

1. It emphasizes the participation and active construction of knowledge, promoting high order thinking skills and increasing class results.

2. It encourages the creation of a positive atmosphere for learning while developing a system of social support for students, fostering understanding and teaching among them.
3. It develops positive attitudes towards teachers and enables students to increase their self-esteem.

Taking into account this scenery and the benefits provided by the selected teaching strategy (collaborative learning through technological tools) this thesis could be considered very important. It aims to demonstrate as a result of this implementation how some tenth graders will be able to improve the elementary and no effective capacity to interact fluently in English.

I observed 38 tenth graders, in the recognition and appropriation of podcasts and videos made by themselves in tasks designed for the process. This will be done with the purpose of promoting the use of competencies involved in speaking and listening in oral interaction.

To demonstrate the origin of the problematic, data collection instruments such as interviews and diagnostic tests were used to analyze recurring patterns. Tenth graders recognize speech and listening as the most difficult skills in the process of learning English, as the use of English orally in the school is very limited. Also, tenth graders do not recognize the technological tools as the means to support the development carried out in the classroom; nevertheless, they express the importance of being able to interact in English in the future as a clear objective that should lead to use it outside the classroom.

This thesis consists of a background, a rationale, a scientific problem followed by scientific questions, an object and its field of study, the tasks this proposal will apply, the legal framework based on two different current laws, a research paradigm and its type of research. It also analyzes the context and population, shows the empirical scientific methods to collect data, gives a literature review and finally mentions the scientific contributions.

JUSTIFICATION: Learning English focused on comprehension skills related to the presentation of ICFES "*Pruebas Saber*". The syllabus was designed to implement strategies based in a reading comprehension book. The strategies were applied in order to recognize the type of questions of the "*Pruebas Saber*" test. These strategies were applied to improve the student's scores year by year over six years. Apart from any interaction between students, the processes carried out within the classroom are at the individual level, where each learner concentrates on their own level of understanding and analysis of multiple-choice questions.

Another need to be addressed was the appropriation of technological tools in different activities and making teachers appropriate the use of these in the design and implementation of the curriculum. This appropriation has been demonstrated in different research projects developed in international and national contexts, showing how different technological tools are conducive to create opportunities for collaborative learning in teaching a foreign language. Few of these investigations occur at the level of secondary education and the majority are developed at a level of university education.

Podcast and Videocast for English Language Proficiency, aimed to discover the impact of an intervention with tenth graders and podcast and videocast, offering the opportunity to create audios and videos, conducive to generating collaboration.

According to the basic standards of competence in foreign languages, English, from the Ministry of National Education, students of fifth cycle, tenth and eleventh grades must identify the main idea of an oral text and produce simple oral conversations naturally.

PROBLEM: How could collaborative podcasting empower tenth graders' oral proficiency?

MAIN OBJECTIVE: To design a collaborative learning proposal, mediated by podcasting and videocasting to promote oral interaction under an action research design.

SPECIFIC OBJECTIVES:

1. To design a set of collaborative speaking tasks through the use of podcasting which aims at enhancing oral proficiency
2. To assess a set of collaborative speaking tasks through the use of podcasting is a useful resource to enhance oral proficiency
3. To promote collaboration and the significant use of ICTs in the foreign language classroom

THEORETICAL FRAMEWORK:

-*Collaborative Learning:* Collaborative learning is a concept that encompasses a large number of educational methods linked to creating an academic effort led by the participants and teachers simultaneously. The result appears from the development of guided groups of two or more student's activities, in which it is fundamental to analyze, develop and socialize a product.

- *Classroom interaction:* With the concept of collaborative learning established in order to generate a theoretical assimilation of resources and research purposes departure, it is noted that the oral interaction is the key point in which the development of the contents of the intervention lies. Oral interaction is one of the areas that presents a lot of difficulties due to the paradigms of teaching that are witnessed in some cases when teaching a FL. The development of the interaction is critical in learning a FL because this is the purpose of communicating in real environments itself: to carry out processes of interaction leading us to analyze factors such as attention, memory, and, of course, different aspects that must be analyzed and recognized at the time of generating the development of the intervention.

-*Information and Communication Technologies:* Information and communication technologies (ICT) expand learning inside and outside the classroom, the increase in the use of technological tools in teaching and learning of languages has opened new areas of exploration for students and teachers.

- *Speech acts:* To narrow down the issues of this thesis, I choose certain speech acts as a subject of analysis. Although spontaneity is part of the conversational speech, in the case of this research the participants will build schemes and then a script which will be used as a guide for the preparation of the final product. This will help the management of the memory factor and will give an objective point of view within dialogues. It becomes a favorable tool considering that the dialogues will be conducted in a FL.

- *Social constructivism:* The use of new technologies has changed the paradigms of education, not only in how teachers perceive their teaching methods but also how it has affected individuals learning processes. Starting from the fact that constructivism is a theory that proposes that the learning environment must support multiple perspectives or interpretations of reality, construction of knowledge, activities based on experiences rich in context, based on the design and application of authentic tasks extracted from the participants reality, it can be recognized as the theory and application of multimedia devices go hand in hand with building proposals and educational research.

LEGAL FRAMEWORK: This thesis preserved the anonymity of the school name and students, I asked for consent from the parents, and the school principal was informed by the research itself. Informed consent is used in most social researches, obtaining the consent and co-operation of subjects who are to assist in investigations and significant others in the institutions or organizations providing the research facilities. The chosen participants for this research are minors; that is why it is necessary to ask for parents' permissions to develop this study

METHODOLOGY: This research drew from the qualitative approach by Christensen (2011). Steps in a qualitative research study. It starts selecting a research topic. It continues determining research questions in order to design a study. From the collecting and the data analysis, the intervention generates findings, which must be validated to write a research report. Furthermore, it analyses previously applied experiences, tracking, and implementation of theoretical foundations, to design a teaching model to guide oral interaction and listening in English. This thesis reports an action research study.

RESULTS: This inquiry on the introduction of ICT to promote language proficiency revealed that initial difficulties with podcasts and videocasts must be addressed. In addition, collaborative peer work accounted for better classroom interaction and engagement.

CONCLUSIONS: The data in the implementation of a set of collaborative speaking tasks through the use of podcasting and videos proved how oral proficiency increased significantly.

Participants understood the importance of their participation in test-taking and in workshops. They focused on searching, listening, and watching their classmates' interventions, helping each other.

This research project converted oral interaction and the use of ICTs into something fundamental to the development of the skills of speaking and listening with a perspective of the social and collaborative development of learning an FL at school.

The results of this project coincide with Vera (2011) who claimed that the use of ICTs open new alternatives, areas, and spaces of exploration for students and teachers.

The findings concur with those of Arias (2012) which revealed the efficiency of tools such as podcasts, blogs, microblogs and wikis in the professional development of a group of future teachers but in a group of students with podcasts and videos.

As a result of this intervention, it can be concluded that adolescents in a large school will benefit from the regular use of digital resources such as podcast and videos for they are user-friendly, they trigger creativity and build self-confidence.

RECOMMENDATIONS: The results of this research were positive, but there were some aspects that limited the extent of the expectations. The first limitation was time because more interventions could have been applied, and probably it would have been more beneficial. Classes were interrupted because of labor disputes, leaving students in the lurch for seven weeks.

The second limitation was the size of the population. The findings could have been more representative with a larger number of participants.

Further research with more groups and more schools would be desirable to ascertain the educational value of podcasts and videocasts. I plan to assess the syllabus proposals I made for 10th and 11th grades in order to continue with the improvement of learning and teaching methods found in this proposal. It would be interesting to start working these strategies with another subject, like multimedia, systems, and arts in order to help the learners to create significant products, working on editing, sound, presentation, body language, and backgrounds to help make virtual speeches better and more representative.

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- EDUCATIVE RESEARCH FIELD:** Pedagogy, didactics, methodology.

COLLABORATIVE PODCASTS AND VIDEOCASTS FOR ENGLISH LANGUAGE
PROFICIENCY DEVELOPMENT IN A 10th GRADE

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Universidad Libre de Colombia

Abstract

This thesis presents a qualitative research with 33 students, from 2015 to 2017. This thesis addresses the process of implementing a skills development proposal mediated by the use of two types of technological tools and the different analysis and revelations of each stage of the project.

The research process focused on the development of oral and listening sub-skills, used podcasts and videocasts, in a group of tenth graders to provide spaces of expression and opinion in English. The first part describes the proposal including the reasons for which the investigation is carried out.

The second part reviews the theories related to *collaborative learning* and management of podcasts and videocasts for English teaching. The third part explains the research design, highlighting the objectives, defining procedures, stages, and implementation.

After three stages of teacher intervention, some findings were made by the observation and analysis of the data collected, workshops, design and development of podcast and video files.

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INTRODUCTION

The phenomenon of globalization moves us towards a world without frontiers in which the economy, politics, and technologies of communication lead us to interact and express ourselves with others under a common language. World Englishes have grown and have assumed the role of the bridge between different countries and cultures.

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CHAPTER I.

PROBLEM STATEMENT

Learning English focused on comprehension skills related to the presentation of ICFES "*Pruebas Saber*". The syllabus was designed to implement strategies based in a reading comprehension book. The strategies were applied in order to recognize the type of questions of the "*Pruebas Saber*" test. These strategies were applied to improve the student's scores year by year over six years. Apart from any interaction between students, the processes carried out within the classroom are at the individual level, where each learner concentrates on their own level of understanding and analysis of multiple-choice questions.

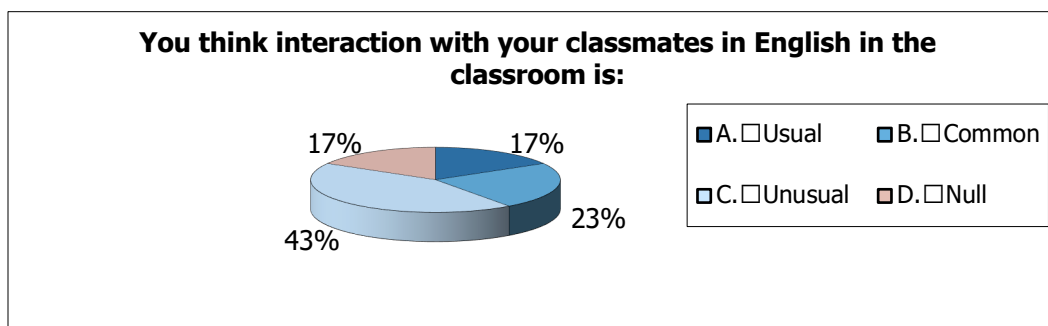
Another need to be addressed was the appropriation of technological tools in different activities and making teachers appropriate the use of these in the design and implementation of the curriculum. This appropriation has been demonstrated in different research projects developed in international and national contexts, showing how different technological tools are conducive to create opportunities for collaborative learning in teaching a foreign language. Few of these investigations occur at the level of secondary education and the majority are developed at a level of university education.

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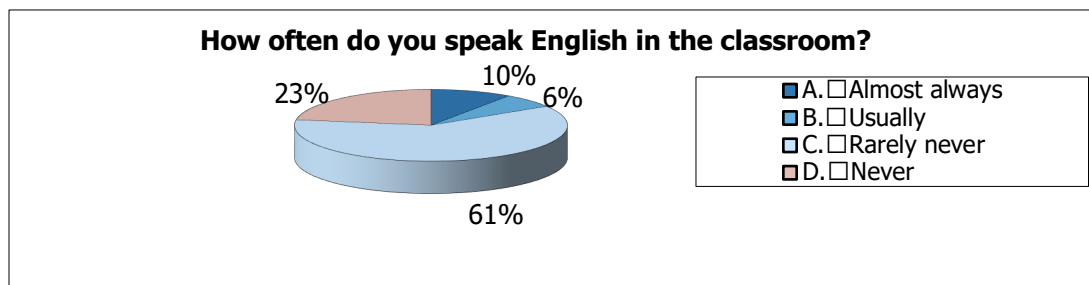
According to the basic standards of competence in foreign languages, English, from the Ministry of National Education, students of fifth cycle, tenth and eleventh grades must identify the main idea of an oral text and produce simple oral conversations naturally.

Through qualitative data such as observation, surveys, videos, and tests, it could be inferred but my learners do not evidence this.

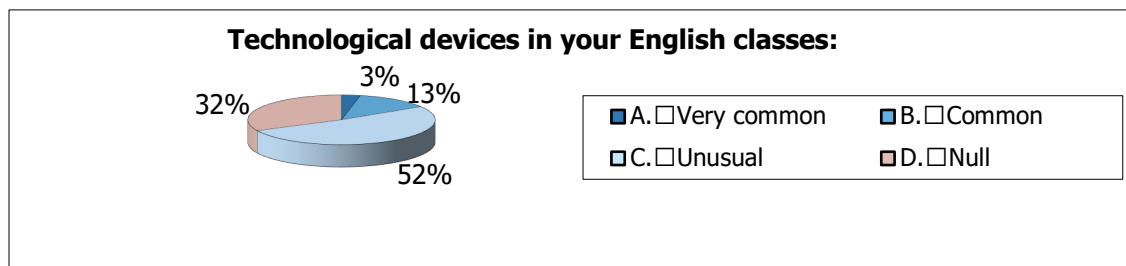
Students surveys (Appendix 1) provided information, to identify how learners felt and what they thought about the activities and methodologies applied before the intervention. The analysis of the survey determined how the participants perceive the oral interaction as something almost absent in the process of learning English, and why the implementation of a method of work which will foster interaction and collaborative learning is feasible so as to bring the participation of learners through the use of language to a higher level (Appendix figures N°1-15).



Appendix figure N°1: Survey analysis results question 1.



Appendix figure N°2: Survey analysis results question 2.



Appendix figure N°3: Survey analysis results question 12

C2	No descriptor available
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
B2	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.
B1	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
A2	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
A1	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning

Table N° 1. Listening to radio audio and recordings. Common European Framework (Council of Europe. 2001)

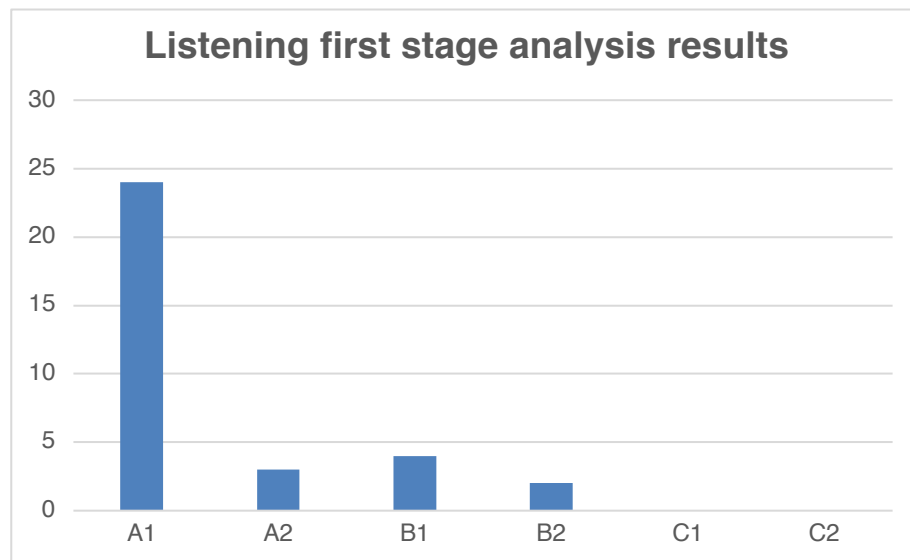


Figure N°1: Listening first stage analysis results.

The data in Figure N°1 demonstrated that most of the participants are in A1, a memorized proficiency level. This indicates flaws in the interpretation of oral speech at a basic level. For this reason, a method of constant interaction between the participants is implemented (Appendix N°4).

C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.

Table N° 2. Overall spoken production. Common European Framework (Council of Europe. 2001)

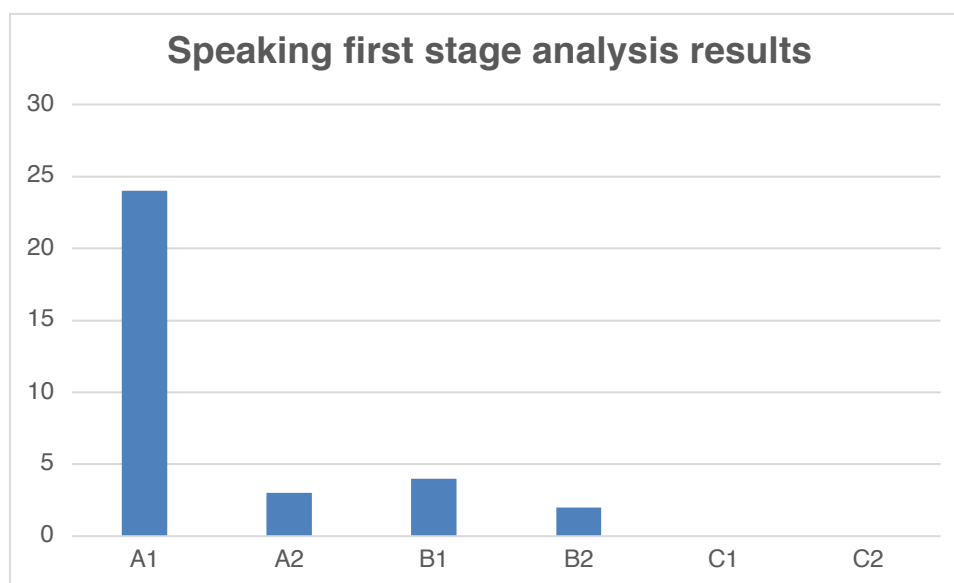


Figure N°2: Speaking first stage analysis results.

The data in Figure N°2 demonstrated that most of the participants were in level A1 of interpretation and production of short conversations in English, showing problems of

communication process given the lack of vocabulary and practice of oral proficiency in English.

This leads to propose this action research from the next following problem and the scientific questions: “How could collaborative podcasting empower tenth graders’ oral proficiency?” This is developed into the following additional objectives:

1. To design a set of collaborative speaking tasks through the use of podcasting which aims at enhancing oral proficiency
2. To implement a set of collaborative speaking tasks through the use of podcasting is a useful resource to enhance oral proficiency
3. To promote collaboration and the significant use of ICTs in the foreign language classroom.

From these questions, one objective will be presented: To design a collaborative learning proposal, mediated by podcasting and videocasting to promote oral interaction under an action research design.

CHAPTER II.

LITERATURE REVIEW

This literature review deals with the construct ICT for language, to design a teaching model in order to guide the learning of oral proficiency. This research has three main constructs: collaborative learning, management and evaluation of oral interaction in learning a foreign language, and the implementation of technological tools in the context of learning English.

2.1 Collaborative Learning

The concept of collaborative learning is valuable for teachers who wish to transform learning spaces so that students are directly involved in the process, turning away radically from the image of the teacher who unilaterally aims to guide the learner through an orthodox perspective.

Collaborative learning is a concept that encompasses a large number of educational methods linked to creating an academic effort led by the participants and teachers simultaneously. The result appears from the development of guided groups of two or more student's activities, in which it is fundamental to analyze, develop and socialize a product.

Collaborative learning represents a reversal to traditional learning paradigms. Explanations, notes, and cultural discourse of the foreign language still make part of the process, but the learner appears as a key player in the discussion, management, design and production activities and products of the class. Teachers who tend to adopt this approach are beyond an expert on a particular subject or in this case as an expert in the use of a FL; they see themselves as coaches who motivate and create spaces that allow students to make real use of knowledge through experiences of the participants.

Guiding learners to create in groups through a question, a task, or an experience makes them immediately practitioners, having to interact according to function rightly or solve a problem. Learners are acquiring knowledge through their practice. In this, the teacher in the middle of this interaction must be the one who designs the context that enables the participants to engage. This is why different authors claim that the success of collaborative learning is linked directly to the wealth that the context in which it operates can offer.

When students work collaboratively, you can bridge the gap between the differences and the perspectives, levels, or learning styles. Collaborative learning spaces help the participants to find a middle ground to overcome the difficulties of bringing a learning process on a single speech. They note autonomously and they are learning to recognize the strengths and weaknesses of their coworkers' points. One of the most difficult points to address in teaching a FL is precisely to manage a diversity of individuals; under the approach of collaborative learning, this diversity is recognized and adapted by the same learner who contributes equally to the project scope.

Taking into account that one of the main aspects of this research is to generate interaction spaces where participants develop the skills of speaking and listening, the focus of collaborative learning is a fundamental theoretical construct to perceive that collaborative learning requires participants to talk to each other, spaces of social stimulation that lead the participants to link exercises through exploration in which it is essential to be interacting constantly and learning together. The meanings happen to be an individual process to be a joint that should be socialized constantly, stimulating interaction and communication within the spaces designed for this purpose.

The collaborative learning approach transcends the time to address it by using technological tools since the implementation of these tools has become a means by which

the contents of the class are constructed with a more social style. Curiously, this contemporary relationship has been growing despite the fear that came up in the beginning with the concept of a computerized learning some years ago when the process of implementation of educational technology began. It was felt that technological tools could isolate both the teacher and the students because they would focus on their own computer. However, with the appearance of web 2.0., these technological collaboration tools stopped being just a medium of instruction; these tools became the means to create social spaces where learners are each developing content, activities, and group projects.

Clearly, group work, analysis, and monitoring are presented in a more systematic way when the interaction is presented as the result of using these tools. These tools fail to attract young people and generate stimulating experiences that allow carrying out ways to dialogue that might have been lost within the traditional teaching methods. Crook (1998) says "the fact that we have a task to develop together in a computer can be a good strategy to get if it is conducted effectively" (p. 160). The product in the development of the processes carried within the class collaboratively lies in the skills as teachers should manage to consolidate a clear idea in which each participant is involved. It must be a clear and shared path which is achieved through the appropriation of tools to work, ownership of content, and ideas of each of the participants who are part of the development. Teachers should rely on their ability to design situations inside and outside the school so that a common understanding through a productive social interaction is achieved.

The result of an approach as collaborative learning comes from the media raised in the research, teamwork or collaboratively presented spontaneously in any classroom. Now the important thing is to discern when the result of this collaboration acquires a valuable meaning against the established goals and the means used for it; in other words, that

presents a collaborative exercise with learners guided and using tools that were found were not used commonly.

The approach of collaborative learning would be the starting point in which this project would be based. This would lead to establishing strategies that would be more promising to integrate successfully to the technological tools and groupware spaces in educational practice. As the use of these technological tools can support the concept of collaborative education, and finally demonstrate that collaborative learning goes beyond the mutual construction between teacher and the learner; it is generated between the participant's own educational interactions.

2.2 Classroom interaction

With the concept of collaborative learning established in order to generate a theoretical assimilation of resources and research purposes departure, it is noted that the oral interaction is the key point in which the development of the contents of the intervention lies. Oral interaction is one of the areas that presents a lot of difficulties due to the paradigms of teaching that are witnessed in some cases when teaching a FL. The development of the interaction is critical in learning a FL because this is the purpose of communicating in real environments itself: to carry out processes of interaction leading us to analyze factors such as attention, memory, and, of course, different aspects that must be analyzed and recognized at the time of generating the development of the intervention.

Considering the processes of interaction as a fundamental part of learning a FL creates an opportunity to bring the learner to convert the input on the bridge to develop output through feedback, which shows the real learner skills within environments that facilitate their communication progress. This interaction allows for different aspects that are inherent of the use of a language developed by the learner, who connects with their skills and

manages to adapt their progress covering concepts that are fundamental to the process of learning a FL. As established by Mackey (2009) "language learning should be seen as the interaction among cognitive, psychological, and social processes of language learning as well as the interaction of various processes within them" (p. 87).

One of the primary factors to carry out this research is the gap between the ideal in which a learner must recognize and develop in discussions naturally in English as a FL. The average student does not produce any output because interaction in the classroom is almost zero. The concept of interaction emphasizes the way the learner conditions should be developed, so there must be at least two participants in a collaborative implementation. Both parts must generate a speech which is guided but also required for the interaction in order to continue, leading to feedback and correction of the contents. As Mackey says (2009), "a learner may be pushed to produce more accurate, appropriate, complex, and comprehensible forms following feedback from an interlocutor" (p. 93).

We find ourselves in a process of interaction. Learners cannot only grow in language development highlighting their interventions properly but even more when there is some type of error which allows people with whom they are interacting to make the observation correspondingly. This occurs more naturally when a learner can interact with a native speaker, but it is equally presented in places where there is not a direct immersion. Mackey (2009) comments, "Interaction, simply put, refers to the conversations that learners participate in. Interactions are important because it is in this context that learners receive information about the correctness, and, more important, about the incorrectness of their utterances" (p. 176).

If we analyze then, the concept of interaction can occur in a large number of situations, for this reason, it is appropriate to define as trying to address to this research a clear concept which allows us to approach it in a strict way. Brown's (2007) study states the following:

“Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings to use language in various contexts to negotiate meaning, or simply stated, to get an idea out of one's person and vice versa. From the very beginning of language study, classrooms should be interactive...” (p. 212).

Brown (2007) poses principles which seek to structure the theoretical foundations of the processes of interaction within the classroom. These principles are essential to interpret relevant aspects within the spaces of interaction in the school and the development of the methodology of this project. These processes are presented as:

Automaticity: Interaction spaces achieve a larger and more significant goal when the speaker focuses his attention on how to understand and express an idea or message naturally, away from the restricted use and recognition of syntactic aspects of the language.

Intrinsic motivation: Motivation is fundamental to create spaces for interaction both inside and outside the classroom. Motivation allows the participants to feel captivated and able to face a speech in a deeper way that allows them to achieve a construction that goes beyond the basics.

Strategic investments: Analyzing the level of language use is essential to understand that at this level the speaker must resort to using variants that allow him to develop naturally in front of several argumentative situations.

Willingness to communicate: Attitude is also an important factor. Willing to reach an optimal level of communication requires a process of interaction. It is assumed responsibly while avoiding negative aspects as disrespect for others that generate gaps in the management of interaction.

The language-culture connection: When we are developing in a nearby environment for our personal and social construction, language can be close to our life experiences, thus achieving to reach more easily the necessary fluidity and naturalness of effective interaction.

Interlanguage: Accompanying the teacher to recognize, guide, and correct errors or shortcomings in the areas of learners' interaction leads to having the necessary feedback to progress in the creation of speeches that are given naturally.

Communicative competence: While it is true that the bottom line in interaction in the development of learning a FL is the communicative part in the whole process, the analysis of the syntax, grammar, and sociolinguistics appears as an essential task to achieve the level of communicative interaction desired.

Oral interaction comes from the concept of a social exercise because this is a process that is not provided at the individual level. Social interaction acquires a sense of learning when it becomes a collaborative exercise, such as David (1993) expresses “collaborative learning is an essential element in the competence development of a language. Although students can create meaning individually, in their minds, these meanings acquire communicative sense only when presented in social interaction” (p. 23).

If we talk about interaction, the role of the teacher as a guide of specific topics collapses as space and time do not provide an optimal environment where the teacher can carry out optimal interaction with 38 young people on average per class, making the

language exposure minimal. As Mackey (2009) states “second language acquisition researches suggest that interaction provides learners with learning opportunities through input and output involving critical linguistic information during exchanges of communicative importance and that the cognitive mechanisms that drive learning are optimally engaged, meaning relationships in linguistic data” (p. 87).

This makes interaction a useful way to create communicative environments of learning a FL.

2.3 Information and Communication Technologies

Information and communication technologies (ICT) expand learning inside and outside the classroom, Vera (2011) expresses as “The increase in the use of technological tools in teaching and learning of languages has opened new areas of exploration for students and teachers, spaces that can be considered both attractive and challenging while confusing and threatening” (p. 42).

Thanks to the internet and platforms, interactions can be recorded, monitored, analyzed and corrected in real-time or asynchronous time interaction, Coll (2009) says that:

“In other words, the study of interactivity in environments, contexts, or situations of teaching and learning mediated by ICT includes as one of its key elements what we call technological interactivity, namely the incidence of the characteristics of the technological tools in the environment, context, or situation in the forms of organization of joint activity” (p. 52).

Allow constant feedback as storage allows teachers to resume the key parts of the interaction every time it is needed; thus, determining whether the development of it lies with the teacher or students in a guided way. This allows the learner to empower their learning process in a more direct way. Vera (2011) claims that:

“Computers allow the user to establish a dialogue with management programs, video games, training materials, multimedia, and specific expert systems. This interaction is due to the fact that computers are programmable machines and it is possible to define their behavior by determining the answers to be given to the various actions that users perform before them” (p. 43).

This project used *podcasts and videocasts*. Podcasts are audio files that can be uploaded and downloaded at any time from the network and can be created by anyone with a computer or a smartphone. There are millions of audio files that meet these characteristics on the internet, on any subject and any duration. These types of files are easily accessed and they allow a teacher’s voice to become thousands of voices from all over the world, and most importantly, that the learner’s voice is heard. Dudeney (2007) says:

“Several internet tools provide an excellent way to put learners in contact with learners from other countries and cultures, as well with themselves, providing them with realistic and motivating opportunities to practice their English. The simplest way to set up a project between classes is via email, but this can be extended into collaborative projects using blogs, wikis, or even chat. Joining an online teacher development group will make it easy for you to contact other teachers around the world, and to set up this kind of projects” (p. 12).

In the pedagogical intervention, I used a podcast, which is a series of short audio files that can range from 10 to 20 seconds to several minutes made by the participants individually or in groups to be heard and feedback. About the uses of podcasts, Dudeney (2007) specifies that:

“There are two main uses of the podcast in teaching. Firstly, learners can listen to podcasts made by others and, secondly, they can produce their own podcasts. It is

becoming increasingly common in tertiary education, for example, for professors to record lectures as podcasts and encourage learners to find a podcast on a topic that interests them. Podcasts are available for all level of learners, covering a wide variety of topics, from vocabulary items to discussion on topics of interest, from jokes to learning songs” (p. 99).

Using podcasts in the class affects a fundamental technological tool to create a real meeting point in the process of learning English for learners and presents speeches and interests expressed by people around the world; issues that can be continuously updated day after day allowing them to sharpen their listening skills. Marques (2001) says about it: “With the help of new technologies, collaboration among teachers, participants and groups extend beyond academia and the educational institution may constitute ‘virtual communities’ to exchange information.” (p. 27).

As podcasts, videocasts are short video files that can be uploaded and downloaded easily from the network. Their content has become an essential part of the daily lives of internet users. Tutorials, reviews, critics, skits, and other types of video material are uploaded by the users themselves, creating huge traffic and real opportunities for interaction. These videos are often so visited on the web that there are users who have become celebrities thanks to the content they share daily on the internet.

2.4 Speech acts

To narrow down the issues of this thesis, I choose certain speech acts as a subject of analysis.

Before defining the type of oral production to be conducted by the participants in this study, I reviewed Yule (2010), who claims that there are different events of speech: discussions, debates, interviews, which mark a guideline on the intent of it. In the event, the

speech is also important to recognize the role of the speaker and the listener, the types of relationships that exist between them, age, gender, social status, etc.

The oral production that took place in the intervention is short argumentations of a topic chosen by the participants. Learners will participate in 17 pairs or conversations, the same pairs who served in the role play in the diagnosis of the investigation and that they have previously chosen. All of this within a framework of a relation of friendship, the role of speakers in a process of learning a language, and the role of the listener who is the teacher, analyzing and evaluating the results of the intervention.

A conversation is an activity in which two or more people meet and take turns to intervene. These shifts can be presented in a friendly or aggressive mood depending on the space the intervention takes place. Interventions are marked by creating a silence between each of the speakers, and they are predicted by the completion of an idea or a question (Yule, 2010). The conversations in the application stage stressed politeness.

As previously mentioned, participants recognize the main topic and the specific objective of content to develop a conversation by giving opinions. They have the opportunity to research topics in order to have previous knowledge about a common theme in order to build ideas from an appropriate and objective interpretation of the expressed words. Although spontaneity is part of the conversational speech, in the case of this research the participants will build schemes and then a script which will be used as a guide for the preparation of the final product. This will help the management of the memory factor and will give an objective point of view within dialogues. It becomes a favorable tool considering that the dialogues will be conducted in a FL.

2.5 Report of Related Research Studies

The literature on the interaction between ICT and education is abundant. Most studies have shown that today it is evident the impact of new technologies in education. Others warn that collaborative spaces have been allowed with a technological implementation.

Badia (2005) contributed to a deeper understanding of self-regulated learning in technology-mediated collaborative learning contexts. His work focused on the importance of new technologies to empower students in self-learning processes.

García (2008) explored collaborative learning in the current educational panorama, particularly at university levels. Subsequently, the new role of the teacher as a guide for the generation of content is described. Teachers are introduced to the world of social networks as a support to teaching, primarily through the Collaborative Learning of the Members of the United Nations Working Group on Facebook.

Vera and Cuadros (2011) describe the microblogging service Twitter and afterwards tackle the possibilities offered by this social network in teaching Spanish as a FL and the benefits that can bring to teachers both in the construction of personal learning environments and the incorporation of the tool into the Spanish as a foreign language (SFL) classroom.

Sánchez, Vanegas, and Barros (2001) include the creation of computer learning environments which should complement the work of traditional methods and open other perspectives on the concepts of space and time that are used in traditional teaching.

Arias (2012), based on theoretical constructs such as teacher's ICT competences, teacher professional development in ICTs in Colombia, ICT-mediated language teaching and learning, and Web 2.0 applied to language teaching and learning, revealed the

efficiency of tools such as podcasts, blogs, microblogs and wikis in the professional development of a group of future teachers in three aspects: technologic, pedagogic and linguistic.

Vera, Ibañez, and Olaya (2011) presented the process of implementing a professional development proposal mediated by ICT in teaching English as a foreign language, considering a critical analysis of the pedagogical practices in the development of listening competence and intercultural competence.

Gomez (2010) established the importance and significant methods of peer interaction, based on the main objective of the communication through oral short interventions, empowering students to work collaborative.

Gutierrez (2005) developed oral skills through interactive and communicative tasks, in a group of university learners, to measure oral fluency, giving the speech the qualities of being natural and normal.

Parga (2011) built spaces of interaction in a public school in Bogotá based on cooperative structures, constituting oral speeches as the way to develop the language learning as the main objective of the classroom.

Urrutia and Vega (2010) encouraged teenagers to improve speaking skills through games in a public school, who gained confidence in speaking by improving the class environment.

The innovation in this research project and the difference with the previous studies lies in the instruments that will be used to improve speaking skills and the level they will be used in, promoting spaces of interaction to give opinions orally.

2.6 Social constructivism

This thesis drew on social constructivism for it explains the importance of culture, society and how a person learns and grows as a part of them.

The use of new technologies has changed the paradigms of education, not only in how teachers perceive their teaching methods but also how it has affected individuals learning processes. Starting from the fact that constructivism is a theory that proposes that the learning environment must support multiple perspectives or interpretations of reality, construction of knowledge, activities based on experiences rich in context, based on the design and application of authentic tasks extracted from the participants reality, it can be recognized as the theory and application of multimedia devices go hand in hand with building proposals and educational research.

Vygotsky (1978) grounded social constructivism as each function in the cultural development of people. These appear doubly: first at the social level, and later at the individual level. At the beginning, between a group of people (inter-psychological) and then within itself (intra-psychological). This applies both to voluntary care, to logical memory, and to the formation of concepts. All higher functions originate with the present relationship between individuals. A relationship that is intended to originate from the interaction, analyzing and expressing opinions in English.

Gallardo (2007) refers to social constructivism as an epistemological position that explains the origin of knowledge and its construction. This construct has an epistemological basis and manifests itself in the ways of learning of a person in society. The current of social constructivism in support of online learning constitutes an educational alternative for people. The devices or digital media as in the case of this intervention (podcast and

videocast) allow for extending the mental capacities and the level of socialization that is necessary to generate spaces of interaction.

Social constructivism would be the theory that underpins this study. Although there are several types of constructivism, the concepts of online learning and collaborative work, fundamental in this intervention, support the characteristics of the results achieved with small groups, which among other things help participants to learn how to interact.

By allowing participants to interact, analyze, and express opinions, their knowledge builds and rebuilds the reality in which they are immersed. The theoretical basis of constructivism establishes that the mind is active by creating meaning from its experiences, which differs with other theoretical perspectives, in which learning is forged through the passage of information between teacher and learner. In this case, creating is not what is important, but receiving is. In constructivism, the learning process is active, not passive. A clear rationale is that students learn when they can control, and their learning is immersed in the production of it. This theory is about learning, not a teaching methodology. Learners build knowledge by themselves. Each individually builds meanings as they learn.

2.7 Legal framework

Basic Learning Rights and the national program for Native Teachers (NT) served as the sources for the pedagogical interventions and the proposed syllabus.

Basic Learning Rights: English: Ministry of National Education (2016) The National Development Plan 2014-2018 "*Todos por un Nuevo país*" aims to build a peaceful, fair and polite country. The Ministry of National Education becomes part of this goal and makes every effort to establish the quality and equity in the educational context through programs such as "*Colombia Bilingüe* " whose actions are part of the great goal of making the best educated Colombia by 2025.

Basic Rights Learning (DBA): In the area of English, it is an essential tool to ensure the quality and educational equity for all children and youth in the country. These rights describe the knowledge and skills that students should learn and develop in the area of English from 6th to 11th grades in coherence with the Colombian educational system structure, the Curricular Guidelines, and the Basic Competency Standards (EBC). These can identify the key aspects in the development of communicative competence of learners in FL, and therefore are defined in the skills of listening, speaking, and writing.

10th Grade: Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. For this purpose, the participant asks questions such as “*What is the text about?*” and “*What is the most important idea the author is trying to express?*” For example, when reading a text, participants highlight the general ideas and the supporting details in each paragraph. They explain the ideas presented in an oral or written text about topics of interest or familiar with the use of previous knowledge, inferences, or interpretations; for example, when reading a text, participants make comments that evidence their understanding.

“National Program for New Technology”, Ministry of National Education, 2008: This program makes use of new technologies for the development of skills. It is one of the strategic projects for competitiveness led by the Ministry of Education. The program's strategy is based on collaborative schemes, networks, and partnerships that must be taken at different levels, and each of these is crucial in the process of social appropriation of knowledge.

The program establishes the lines of action that help in building a technological infrastructure: 1. Quality; 2. Development of quality content, in the definition of new technologies; 3. Use and appropriation of technology in education, and the consolidation of

educational communities' ownership and implement new paradigms supported by technology, to give substance to the policies of coverage, quality, and efficiency of the educational revolution level of preschool, primary, secondary and higher education.

CHAPTER III.

METHODOLOGICAL DESIGN

3.1 Type of Study

This research drew from the qualitative approach by Christensen (2011). Steps in a qualitative research study. It starts selecting a research topic. It continues determining research questions in order to design a study. From the collecting and the data analysis, the intervention generates findings, which must be validated to write a research report. Furthermore, it analyses previously applied experiences, tracking, and implementation of theoretical foundations, to design a teaching model to guide oral interaction and listening in English. This thesis reports an action research study.

3.2 Research Question

How could collaborative podcasting empower tenth graders' oral proficiency?

3.3 Research Objectives

1. To design a set of collaborative speaking tasks through the use of podcasting and videocasting which aim at enhancing oral proficiency.
2. To assess if a set of collaborative speaking tasks through the use of podcasting is a useful resource to enhance oral proficiency.
3. To promote collaboration and the significant use of ICTs in the foreign language classroom

3.4 Context and Participants

This research was carried out by a Colombian teacher who has identified some common paradigms in his teaching environment. The researcher has been working in a school located in the south west of Bogotá for six years. Students take an average of three

hours of English instruction per week, having, as a result, a general context of the processes of learning at this level.

The 33 participants were teenagers who are in secondary school, whose ages range from 15 to 17 years old. Considering the research population, it can be considered that almost all participants had a medium-low social status, but they have the opportunity to access technological tools although these are limited in the school.

3.5 Ethical Considerations

This thesis preserved the anonymity of the school name and students, I asked for consent from the parents, and the school principal was informed by the research itself. Informed consent is used in most social researches, obtaining the consent and co-operation of subjects who are to assist in investigations and significant others in the institutions or organizations providing the research facilities. The chosen participants for this research are minors; that is why it is necessary to ask for parents' permissions to develop this study (Appendix N°8).



3.6 Instruments for Data Collection Procedures and Instruments

As it was mentioned before, the research is designed under the action research model, Burns (1999), which is applied in a continuous action for improvement cycle. Each one of the stages is divided into three different interventions. At the end of every session, there was an opportunity for the teacher to reflect upon the learner's performance, perceptions, and contributions with the following instruments:

3.6.1 Students' surveys: This instrument was designed to find out the students' perception of the current process of learning in the class at the beginning of the research. Learners must describe their weaknesses and strengths in common class

activities, and the use of technological tools inside and outside the classroom. In the immersion stage, learners must describe their perceptions about the recognition and use of podcasts and videos into an educational context (See appendix 1). At the end of the intervention, students answered a final survey. (See appendix 9).

Final survey N° 3

			
	"FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL"		
	Final survey N° 3 Name: xxxxxxxxxx		

Answer the following questions: (They could be answered in Spanish)

1. What is something you did in these interventions that you think you will remember for the rest of your life?
"Haber entendido algo en Inglés y sobre todo haber hablado en Inglés"
2. What is something you accomplished in these interventions that you are proud of?
"Me siento muy orgulloso de haber hablado en Inglés quiero mostrarle mi video a mi madre y a mis amigos"
3. What was the most challenging part of these interventions for you?
"Hacer el video al comienzo, me daba mucha pena pero luego me gusto mucho"
4. What are the three most important things you learned from the interventions?
"Muchas palabras nuevas, así como poder compartir audios y usar paginas que graban tu voz"
5. What do you think were your biggest improvements?
"El vocabulario y hablar mucho bueno poder expresarme en inglés eso me parece es un gran logro"

3.6.2 Measuring sheets: This instrument is used to measuring the listening and speaking skills of every participant in the diagnostic intervention (See Appendix 2). In the immersion, measuring sheets are used to perceive the use of podcasting ICTs in their process of learning. It is also used to measure the number of interventions, the number of words, and the relevance of the opinion.

Annexed document N°2

Measuring sheet

Participant Name: XXXXXX

Intervention: Classroom Date: July 14th

Oral fluency scores:

Number of words per intervention	62
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Meaning scores:

Number of propositions	4
Oral intelligibility	T 1 + T2 +

Communication Scores:

Is there evidence of collaborative work?	No
Is there a communicative message in interventions?	Yes

Measuring sheet

Participant Name: Edward Franco

Intervention: Podcast Date: August 18th

Oral fluency scores:

Number of words per intervention	245
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Meaning scores:

Number of propositions	12
Oral intelligibility	T 1 + T2 +

Communication Scores:

Is there evidence of collaborative work?	Yes
Is there a communicative message in interventions?	Yes

Measuring sheet

Participant Name: Edward Franco

Intervention: Video Date: September 15th

Oral fluency scores:

Number of words per intervention	242
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Meaning scores:

Number of propositions	9
Oral intelligibility	T 1 + T2 +

Communication Scores:

Is there evidence of collaborative work?	Yes
Is there a communicative message in interventions?	Yes

3.6.3 Reflection notes: This instrument is designed with the purpose of recording the teacher's impressions about the participant's performance in the interventions. It is applied just after every session so that the teacher could perceive participant's achievements by the means of it.

Date	Note N° 32
September 28 th	It was a surprise when I watched XXXX video, he made bloopers and the end, a share it with the others students and they liked it a lot.

As it was mentioned before, the research is designed under the action research model, this schedule was applied during the last four terms:

Current Situation Analysis

Reflect 1	Plan 1	Act 1
Verifying the ability focus on (October 2015)	Designing a survey (February 2016)	To address the survey (2 sessions. February 2016)
Going deeper on reading teaching practices (November-December 2015)	Designing listening and speaking proficiency tests (March 2016)	To address listening and proficiency tests (2 sessions. March 2016)
Describing current collaborative work (November 2015)		To analyze the current situation of English subject regarding teaching practices (April 2016)

Improvements Implemented

Reflect 2	Plan 2	Act 2
Data analysis of the previous survey and proficiency tests (April 2016)	Designing immersion technological workshops (June 2016)	To apply workshops (2 sessions. August 2016)
	Designing a survey (August 2016)	To apply the survey (2 sessions. October 2016)
	Stablishing topic and speech acts, (opinions) (November 2016)	

Review changes

Reflect 3	Plan 3	Act 3
Data analysis of the previous survey (November 2016)	Designing podcast parameters (February 2017)	To make and share opinion podcast. Script and upload. (4 sessions. august 2017)
	Designing Videocast parameters (February 2017)	To make and share opinion video. Script and upload. (4 Sessions. September 2017)
Reflection Survey (October 2017)	Designing measure fluency and pertinence oral intervention criteria (August 2017)	Report of results and recommendations (November 2017)

CHAPTER IV.

PEDAGOGICAL INTERVENTION

The diagnosis, the reflections on my teaching experience and the review of the literature moved me to propose and implement a syllabus which appears at the beginning of the chapter. Then the procedures of the pedagogical interventions are described. These collect the knowledge gathered during the inquiry.

4.1 The Syllabus for the Intervention

In this situated pedagogical proposal, the strengths, needs and the apprentices gained importance; the learners are recognized as players in the role of communicators and or reflective learners. (International Baccalaureate Organization, 2009)

Communicators	<i>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</i>
Reflective	<i>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</i>

Table N° 3. Student roles (International Baccalaureate Organization, 2009)

This proposal focuses on the design of a syllabus in which communication is the most important factor. “The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding” (International Baccalaureate Organization, 2009). (P.9).

“The strands of written, oral, and visual language have been described separately, and are represented by four continuums: listening and speaking; viewing and presenting; reading; writing” (International Baccalaureate Organization, 2009). (P. 11)

The “strands” of the language are presented based on the receptive and expressive aspects of the use of the language. When those are reciprocal, the processes involved in receiving and constructing meaning focus on the written (reading, writing), oral (listening, speaking) and visual (viewing, presenting) skills of the language.

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening \longleftrightarrow Speaking	
Visual language	Viewing \longleftrightarrow Presenting	
Written language	Reading	Writing

Table N° 4. Receptive and expressive aspects of language strands
(International Baccalaureate Organization, 2009)

From the above concept of the language and the student’s roles, the pedagogical proposal emerged plus the introduction of ICT under the assumption that collaborative podcasts and videos constitute strategies for fostering fluency.

In the syllabus for the 10th and 11th grade, oral language, (listening and speaking) set up the language emphasis. Visual language, viewing and presenting, will be stressed as well.

Tenth Grade: Listening and speaking syllabus		
First Term	Second Term	Third Term
Conceptual understandings - Spoken words connect us with others. - Students listen and speak to share thoughts and feelings. - Students have the right to speak and be listened to.	Conceptual understandings - Students interpreted opinions according to their unique experiences and ways of understanding. -Identify Podcasts to share opinions orally.	Conceptual understandings - Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. - Listeners identify key ideas in spoken language and synthesize them to create their own understanding.

		-Students draw on what they already know in order to infer new meaning from what they hear.
Learning Outcomes Learners: <ul style="list-style-type: none"> - repeat/echo single words. - use single words, two-word phrases in context. - understand simple questions and respond with actions or words. - describe personal experiences. 	Learning Outcomes Learners: <ul style="list-style-type: none"> - listen attentively and speak appropriately in small group interactions. - pick out relevant points in oral texts using podcasts. - listen appreciatively and responsively, presenting their point of view and respecting the view of the others. 	Learning Outcomes Learners: <ul style="list-style-type: none"> - participate appropriately as listener and speaker in discussions and conversations. - generate develop and modify ideas and opinions through oral interventions.

Table N° 5. Oral language syllabus 10th Grade

11th Grade viewing and presenting syllabus		
First Term	Second Term	Third Term
Conceptual understandings <ul style="list-style-type: none"> - Visual language is all around us. The pictures, images, and symbols in our environment have meaning. - We can enjoy and learn from a visual language using videos. 	Conceptual understandings <ul style="list-style-type: none"> - Visual texts can immediately gain our attention. - Visual texts can expand our database of sources of information. - Interpreting visual texts involves making an informed judgment about the intention of the message. 	Conceptual understandings <ul style="list-style-type: none"> - To enhance learning, we need to be efficient and constructive users of the internet. - Individuals respond differently to visual texts, according to their previous experiences.
Learning Outcomes Learners: <ul style="list-style-type: none"> - attend to visual information showing understanding through videos on YouTube. - reveal their own feelings in response to visual presentations. 	Learning Outcomes Learners: <ul style="list-style-type: none"> - talk about their own opinions in response to visual messages. - use body language in oral presentation through videos. - use appropriate technology to discuss opinions. 	Learning Outcomes Learners: <ul style="list-style-type: none"> - interpret visual cues in order to analyze and make inferences about the intention of the image. - apply knowledge of presentations techniques in original and innovative ways; explain their own ideas to achieve desired effects.

Table N° 6. Visual language syllabus 11th Grade

4.2 The Intervention

Sixteen interventions took in three academic terms. Each intervention was planned according to each action research cycle. The first survey recognized how learners perceived oral interaction identified their strengths, and their current use of ITC. The survey on platform “Easy Survey”, was responded by the 33 participants.

Then participants took a diagnostic test on listening and speaking. The 33 participants did *two-role play* activities which consisted of seven basic scenarios in pairs in which they made two short conversations; recorded and evaluated according to the criteria on table N°. 2. The listening test was analyzed according to the criteria on table N°3.

In the fifth intervention, the workshop dealt with the importance of technology today. As participants can have a critical position for or against the appropriation of these technologies in their daily life, the workshop is composed by reading some point views, both for and against this technological dependence and some open questions that lead the participants to analyzing both the use of technology that may favor or disfavor our daily lives.

In the sixth intervention, they took part in a podcast workshop in which they had to recognize the meaning, history, accessibility, management, and influence of technology in today's digital world. After conducting a work directed towards these aspects, participants were able to listen, share, and look at them on the internet.

In the seventh intervention, learners worked on how to recognize videocasts as a tool that would go further than just playing and sharing audio files. The participants recognized some platforms easily as YouTube, although they are new to the role of designing and uploading videos of their own authorship. The design of an account and analyzing the power and importance of information through this virtual environment let us go a step further in the course designed for the intervention.

After a period of time during the eight intervention, the participants answered a survey in which they expressed how they perceived the use of this new technological complements in their class before starting to make use of them. In the ninth intervention, they chose one main topic from different options previously analyzed.

In the ninth intervention, students wrote their plot and start expressing opinions in class, from this intervention an external rater joined to evaluate the performances. (See appendix N° 2)

In the tenth and eleventh intervention, the external rater and I evaluated the uploaded podcasts sharing by the participants by the measuring sheet (See appendix N° 2).

In the twelfth and thirteenth intervention, the raters analyzed the uploaded videos sharing by the participants.

In the next two interventions, students presented a final test from a selection of podcasts and videos made by them.

Finally, the participants answer a final survey (See appendix N° 9), in which they gave their final concepts about the project and its results.

Intervention	
1	Survey on platform “Easy Survey”,
2-3	Speaking diagnosis test
4	Listening diagnosis test
5	Technology workshop
6	Podcast workshop
7	Videocast workshop
8	Technological complements perception
9	Giving opinions in class
10	Recording podcasts
11	Sharing podcasts
12	Recording videos
13	Uploading videos
14	Final podcasts test
15	Final videos test
16	Students final survey

Table N° 7. Interventions chart

CHAPTER V.

DATA ANALYSIS

This study presents a qualitative and quantitative analysis, considering it has measured tests, criteria, and processed information collected through surveys and notes. There is information that was quantitatively analyzed: tests performances and number of interventions, but there are also important insights which are qualitatively analyzed; for example, teacher and participant's opinions and reflections. All data was recorded to have a better and deeper understanding of the studied phenomenon.

5.1 Data Analysis Procedures

Bringing ICT to the educational part has been something that participants recognized as innovative. The translator in their cellphones was the only way they said they used the internet as a way to practice or learn the FL (Appendix N° 5).

Participants recognized that podcasts helped them to express ideas, a new way to practice their speaking skill by the use of their cellphones or computers at home, overcoming the difficulties presented at school (Appendix N° 6).

The aspect which caught their attention was how easily they used the platforms that they recognized, and how audio files were accessible and functional; most importantly, it created an atmosphere of curiosity in learners about the use of them. This directed the interventionism the way it has been previously planned.

In the case of videocasts, participants recognized the platform due to the constant use of YouTube, but the creation of their own videos and the way they could share them with the class was unknown. The academic use of this site is also limited. The use of this type of platforms will allow us to create an environment of interaction and use English orally in a manner in which they feel confident to listen, analyze, and answer distant speeches as well

as to recognize the accessibility to be part of the dissemination of this type of online videos (Appendix N°7).

After the implementation, the perception of the use of podcasts and videocasts changed. Learners recognized their educational value and their ease of use.

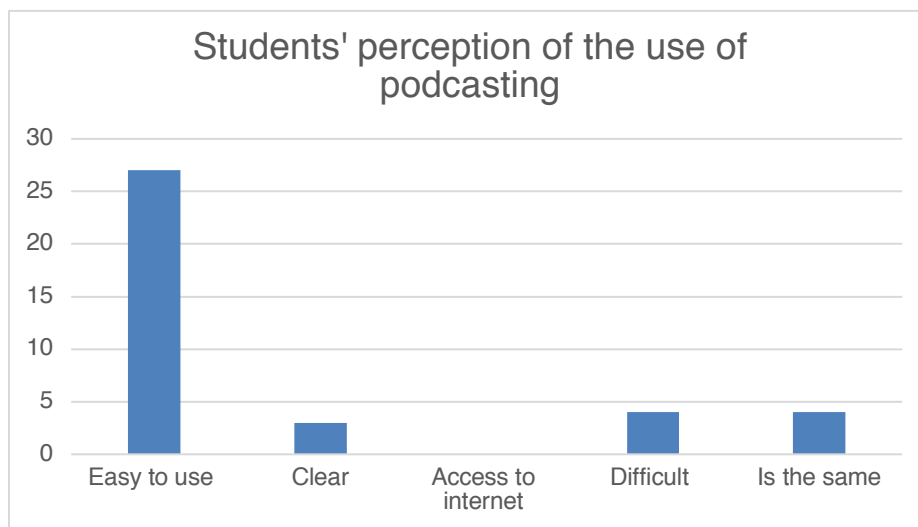


Figure N° 3 survey results.

The data in Figure N°3 demonstrates that almost all participants agree on its ease of use. After searching some podcasts, listening to them, sharing them, and discussing some topics, the perception of how easy and useful is in the context of the class. This brings an advantage to the project because all the participants were confident to participate in the next stages.

The academic use of this tool was new for almost all the students in the group. This made a great interest emerge, which is a fundamental key to the success of the project due to the general participation in each stage by the students.

In each intervention (oral, podcast, and video), oral fluency was measured. Participant's interventions were recorded and the number of words, propositions,

intelligibility, and views were measured and analyzed by means of the instrument called Measuring Oral Production (See appendix N° 2). Data obtained from the oral interventions in class, the podcast upload online, and the videos uploaded on YouTube were analyzed by means of tables and figures in order to have a whole result of the students' performance through each intervention stages. This data was important and let the teacher analyze and make possible changes.

Student	Classroom	Podcast	Video
	<i># words</i>	<i># words</i>	<i># words</i>
1	62	245	242
2	22	68	141
3	130	199	248
4	124	237	194
5	45	171	155
6	82	120	156
7	186	304	214
8	23	187	152
9	43	206	0
10	52	156	158
11	66	193	207
12	32	123	263
13	56	194	259
14	11	56	132
15	46	179	175
16	43	239	200
17	23	167	144
18	12	121	94
19	46	122	130
20	76	173	146
21	54	134	125
22	27	103	115
23	36	101	106
24	12	145	138
25	36	149	198
26	12	149	198
27	25	66	61
28	53	128	146
29	137	175	250

30	87	199	192
31	47	141	174
32	58	132	142
33	58	179	166

Table N° 8. Measuring oral production chart

Table 8 illustrates the number of words (#W) uttered in every intervention by the 32 students who participated in the study. The table also shows the three interventions that were developed with the aim of improving oral fluency. They evidenced the improvement reached by students after the implementation of the strategies (podcast and videos).

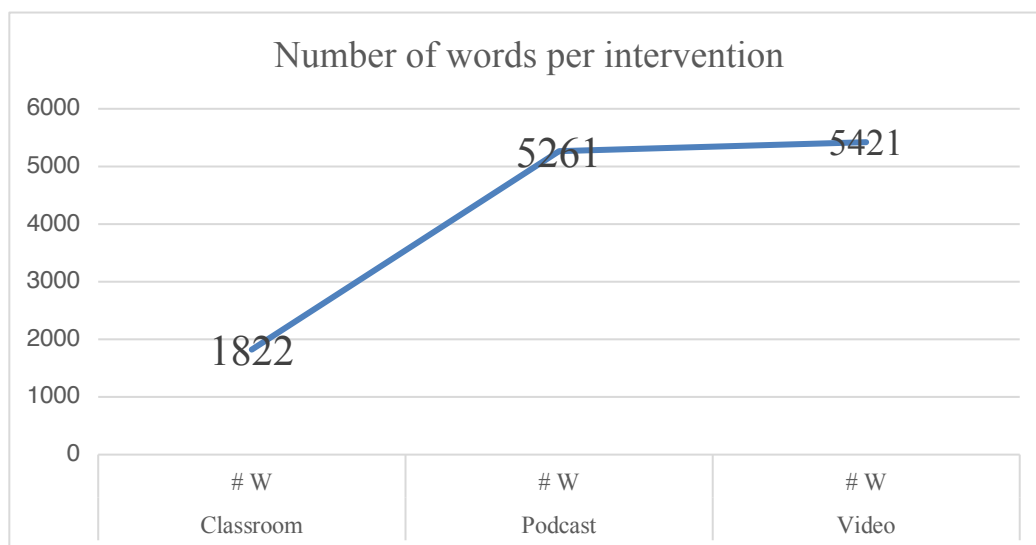


Figure N° 4 Measuring oral production

Figure 4 shows the total number of words used by the 33 students in each intervention. It reveals that the number of words was almost three times bigger with use of the podcasts; participants got their best performance by using the videos. It is important to highlight that participants felt more confident and motivated when they had the opportunity to express themselves in another condition, from their homes and with the chance of checking their

own interventions more than once. It was evidenced not only in the qualitative perspective but in the comments participants shared in the final survey. (Appendix document N° 9).

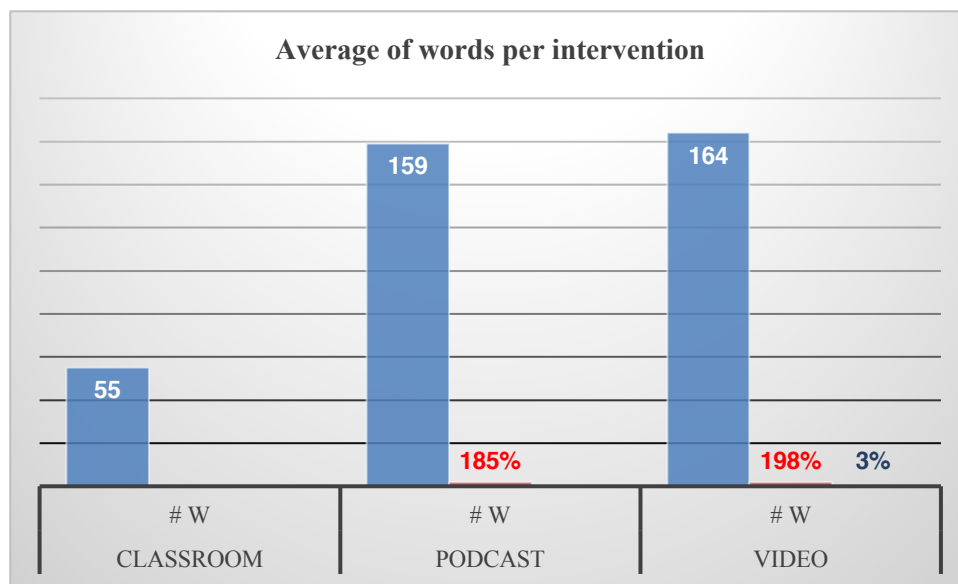


Figure N° 5 Measuring oral production

Figure 5 highlights that in the first oral intervention students had an average of 55 words; in the second intervention with the use of the podcasts as a technological tool, the average of words was 159, showing a 185% significant increment; finally, when the participants used the videos to express their opinions, the average of words was 164. We might achieve an outstanding goal of 198% of improvement in relation to the classroom intervention.

The average increased by 3% in contrast with the use of podcasts. Participants were able to produce more than the double of words in average than the oral intervention in the class.

Student	Classroom	Podcast	Video
	# <i>P</i>	# <i>P</i>	# <i>P</i>
1	4	12	9
2	2	5	10
3	7	13	16
4	4	12	10
5	2	8	9
6	4	8	25
7	9	17	14
8	2	14	10
9	3	10	0
10	5	10	9
11	7	14	13
12	2	7	13
13	7	12	14
14	1	5	7
15	4	16	11
16	5	12	13
17	2	12	5
18	2	6	4
19	5	10	9
20	7	19	14
21	3	10	11
22	4	6	10
23	2	4	4
24	0	2	4
25	4	13	16
26	3	12	11
27	2	5	3
28	4	11	12
29	7	14	21
30	5	10	12
31	2	10	13
32	5	14	13
33	5	11	12

Table N° 9. No of propositions produced on the topic. Speech act: Giving an opinion

Table 9 illustrates the number of propositions (#P) produced in every intervention by the 32 students who participated in the study. The table also shows the three interventions. The proposition was considered into the speech act of an opinion, as a complete idea, or suggestion, taking into account that the original idea is affirmed, clear, and with the correct use of the language.

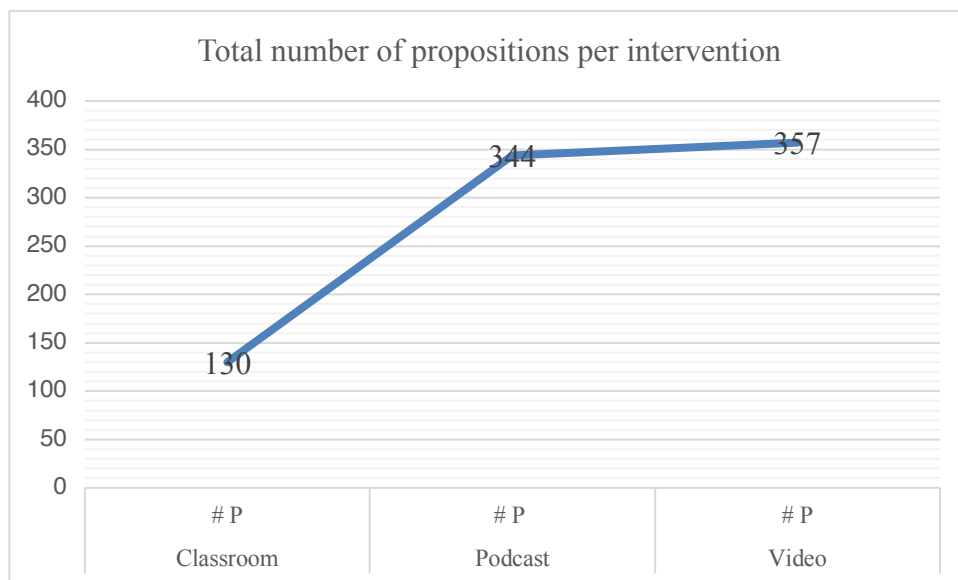


Figure N° 6 Measuring oral production

This figure reveals how the number of propositions increases in relation to the first oral intervention in the class. As they have more practice, the number of propositions increases. In the classroom, the participants showed several inconveniences to complete an idea. In most of the cases, they started a proposition, but they did not finish it; they forgot the vocabulary and the hesitations made the intervention difficult to the participants. In podcasts and videos, the students showed more confidence. Their ideas were more accurate, and in almost all the cases they finished the proposition in a communicative way. This was a significant achievement. In some cases, they felt that they were speaking in English in a

correct way and with a significant purpose, with the opportunity of sharing their opinions with the methods applied in this project.

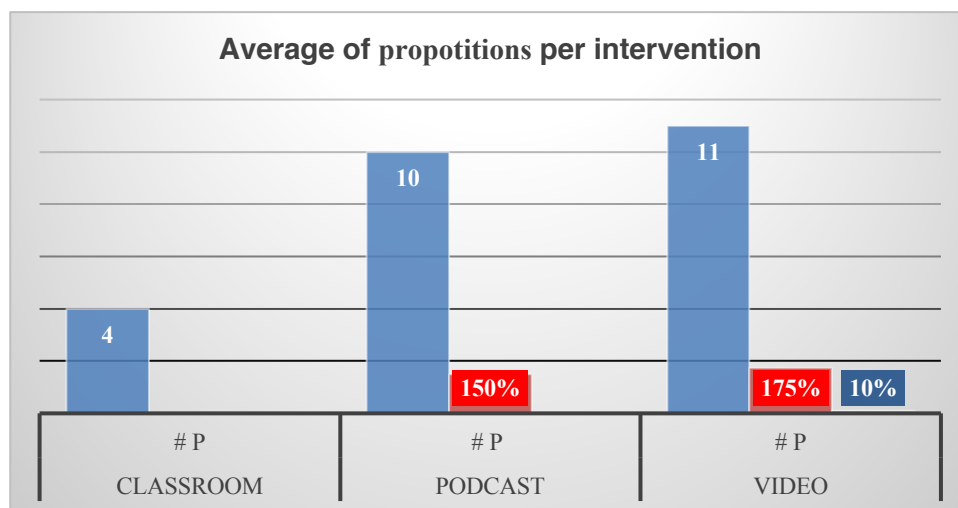


Figure N° 7 Measuring oral production

Figure N°7 points out the average of propositions produced in each intervention. The progress is evident in each one of them. It can be referenced that in the first oral intervention, students had an average of 4 propositions; in the second intervention, with the use of the podcasts, the average of propositions was 10, showing a significant increase of 150% in comparison to the other class interventions; finally, with the use of videos as media, the participants produced an average of 11 propositions, showing a positive increment of 175% in comparison to the classroom intervention, and a close number according to the use of the podcasts with an improvement of 10% in contrast with the podcasts.

The participants recognized that they understood and listened to their classmate's points of view, differently from in real time, as they were afraid to interrupt or ask about the meaning of the words used in the class.

Student	Classroom		Podcast		Video	
	<i>Rater 1</i>	<i>Rater 2</i>	<i>Rater 1</i>	<i>Rater 2</i>	<i>Rater 1</i>	<i>Rater 2</i>
	√/X	√/X	√/X	√/X	√/X	√/X
1	√	√	√	√	√	√
2	√	X	√	√	√	√
3	√	√	√	√	√	√
4	X	√	√	√	√	√
5	X	X	√	√	√	√
6	√	√	√	√	√	√
7	√	X	√	√	√	√
8	X	X	X	X	√	√
9	X	X	√	√	X	X
10	√	X	√	√	√	√
11	√	X	√	√	√	√
12	X	X	X	√	√	√
13	X	√	√	√	√	√
14	X	X	√	X	√	√
15	X	√	√	√	√	√
16	X	X	√	√	√	√
17	X	X	√	X	X	X
18	X	X	√	X	X	X
19	√	X	√	√	√	√
20	√	X	√	√	√	√
21	X	√	√	√	√	√
22	X	X	X	√	√	√
23	√	√	X	X	√	√
24	X	X	X	X	X	X
25	√	X	√	√	√	√
26	√	X	√	√	√	√
27	X	X	√	√	√	√
28	√	X	√	√	√	√
29	√	X	√	√	√	√
30	√	X	√	√	√	√
31	X	X	√	X	√	√
32	√	√	√	√	√	√
33	√	√	√	√	√	√

Table N° 10. Oral intelligibility with two raters

Table 10 illustrates the oral intelligibility of each intervention. The table also shows the concept of the rater researcher (R1) and an external rater (R2) for the oral production. ✓ if the message was clear and the words were appropriate, or X if the message was not clear and the words were not appropriate. The external teacher was invited to the classes in which the students had to express their opinions; with the measuring sheet (Appendix N° 2), the teacher decided if the message was clear or not. The podcasts and videos were shared with the same teacher, and in the same way, he marked if the podcasts and video, after listening and watching them, were clear in terms of the opinion message.

Figure N° 8 Oral intelligibility rated by two teachers.

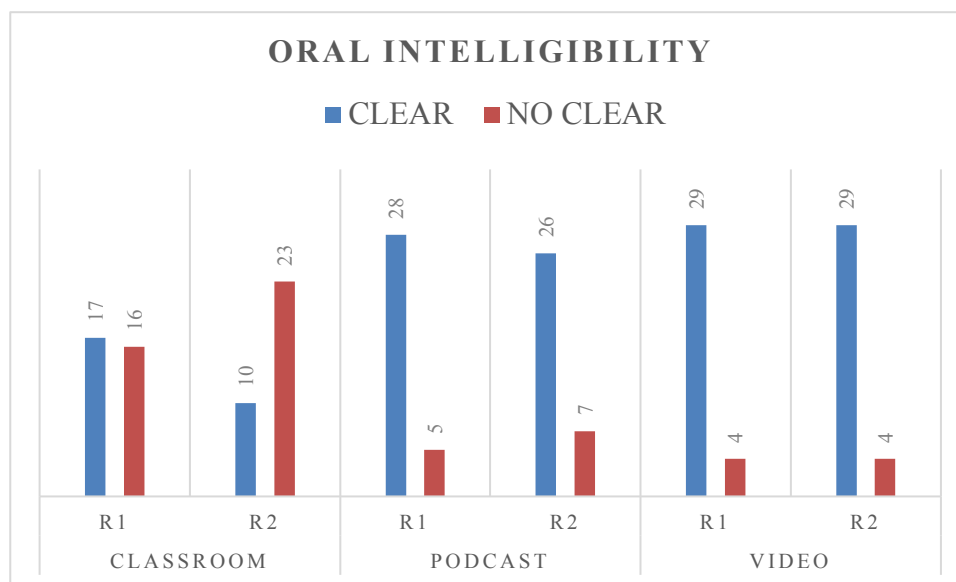


Figure number 8 shows that the perception of the teachers who analyzed the opinions of the participants differed a bit in the classroom. The teacher invited to the analysis of the

research data (R2) noticed the difficulty of the students to communicate a clear message more often. Their nervousness and the lack of confidence at the time of speaking in English were evident at the time of listening to them. In some occasions, evidencing the effort and the length of time rater number 1 had been working with the participants can be factors to be determining at the moment of making an interpretation of the reasons why the concepts of the first intervention were different from each other.

In the analysis of interventions mediated by the use of podcasts and videos, the concepts of both raters (R1 and R2) were similar. There was an agreement in most cases of an improvement in the speech acts.

The students were much more confident at the time of speaking through the use of podcasts, showing a more natural fluency and using better vocabulary according to the required opinion. In the videos, in few cases, there was again a little insecurity, and in some cases, their facial expressions were tense. On the other hand, creativity was seen in communication. There were cases in which the participants used background music, editing that enabled them to achieve a higher impact and make their message clear, funny and compelling.

The more participants practiced with ICTs, the better their performance in expressing an opinion. The practice and the different attempts made by the participants led to the improvement of their vocabulary, fluency, and pronunciation from the first interventions to the podcasts and videos shared in the class.

The change was relevant. The way in which the participants' perception of the use of the FL changed was a great achievement by listening and seeing themselves being able to interact through the audios and the videos that they made. They felt they were a fundamental part not only of the project but also of the class. Previously, most of them, not

being able to participate in class, isolated themselves and let the teacher, in most cases, give the conclusions or opinions of the class.

Student	Podcast	Score	Videos	Score
	# <i>V</i>	# <i>S</i>	# <i>V</i>	# <i>S</i>
1	5	9	7	8
2	4	7	6	6
3	4	10	5	10
4	8	9	8	8
5	3	2	2	2
6	4	7	3	8
7	5	10	7	10
8	3	4	3	5
9	2	3	1	4
10	7	8	7	7
11	5	7	4	6
12	5	2	6	4
13	5	8	5	7
14	6	5	4	6
15	5	6	5	8
16	1	3	2	4
17	2	3	1	2
18	2	1	1	2
19	2	3	2	2
20	4	6	2	6
21	1	2	1	3
22	1	3	1	2
23	0	2	0	0
24	2	1	2	3
25	5	8	5	7
26	6	9	6	10
27	3	4	3	2
28	4	6	4	7
29	5	10	5	9
30	4	8	5	9
31	2	4	2	5
32	6	9	6	10
33	4	7	4	8

Table N° 11. Frequency of views and degree of understanding

Table 11 illustrates the number of times the participants listened to or watched each intervention. This collaborative work helped the participants to understand opinions. These results were based on a multiple-choice test (Appendix document N°3) in which the students replied to some of their classmates' opinions. The exam took the opinions expressed by the participants. Podcasts and videos were selected to ask comprehension questions. The test allowed the teacher to measure the relationship between the number of times the participants agreed to listen to the podcast and watch the videos online and the level of interpretation they had to the message expressed by the different classmates. The data shows the relation between the number of views #V and the score of the test #S showing the number of correct answers over 10 questions for each multimedia resource. *A* level corresponds to nine to ten correct answers; *B* level corresponds to six to eight correct answers; *C* level corresponds to four to five; and finally, *D* level corresponds to one to three correct answers.

The test was applied making clear the name of the podcast and video's author. This intervention was counted within the number of times the students listened and saw the opinions of their classmates (# of views). They had approximately two weeks after the podcasts and videos were compiled to be seen and heard, but they were not informed until the moment of the application of the test. This in order to participants interacted without any conditioning.

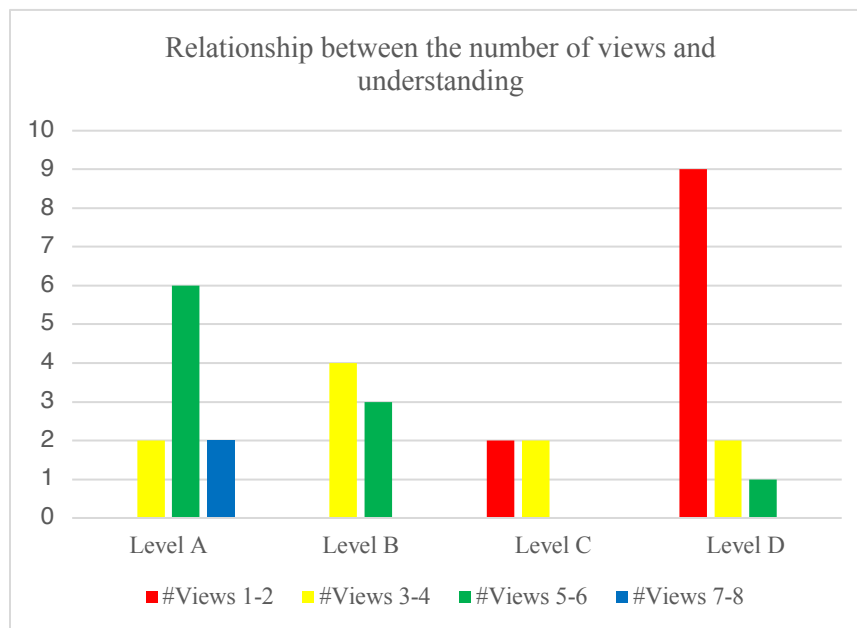


Figure N° 9 Relationship between the frequency of views and understanding (podcasts)

Figure 9 highlights a strong relationship between the level of students' comprehension and the number of times the participants listened to the podcasts, the more times students heard the opinions of their classmates, the higher the comprehension.

The participants who listened to the podcasts once or twice obtained mostly only one to three correct answers; only two of them obtained four to five correct answers, placing themselves in level D. It was difficult for them to reach a higher level of understanding due to the fact that they limited themselves to express their own opinions but did not analyze the other's opinions in more than two cases. The participants who listened to the podcasts three or four times did not have a unified understanding level found at the different levels of comprehension of the test. The students who listened to the podcasts five or six times before the test reached a high level of understanding. This suggests a strong relationship between the number of times the audios were accessed to and the level of understanding.

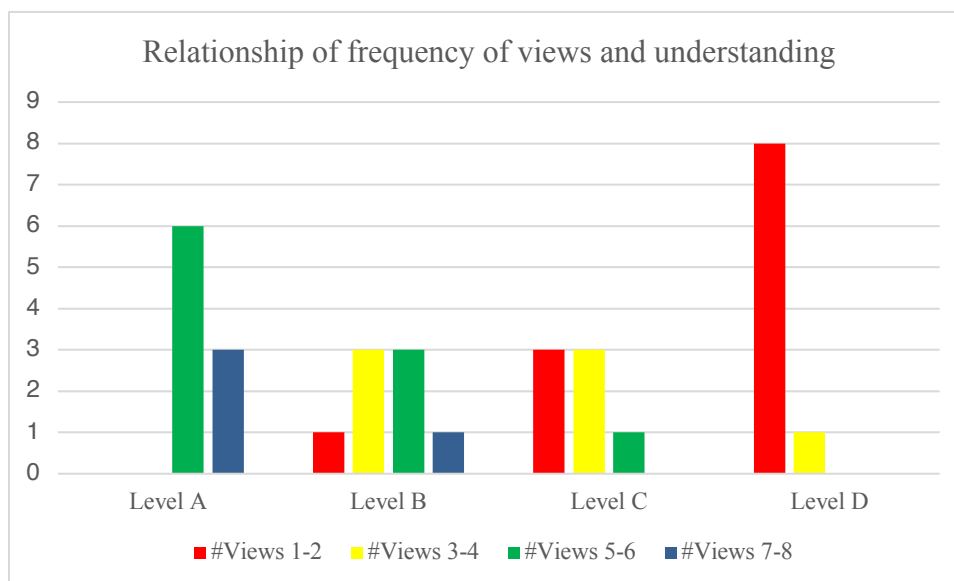


Figure N° 10 Relationship of frequency of views and understanding (videos)

Figure 10 indicates that in the videos there is also a relationship between the number of times the participants observed them and their level of understanding. Participants who saw only once or twice the videos had lower comprehension. Nine of them who are in this range of views only one had a level of high comprehension (level B), the other eight participants were placed at the lowest level of the test (Level D). This confirms the need for collaborative work for understanding. The participants who watched the video three or four times fall in the intermediate levels of interpretation (level C and level B). It is inferred then that the more interaction students have with the podcast and the videos, their level of understanding increases.

In general, better results were obtained with the videos, the students felt more motivated with the production and the analysis of the videos; a reason for to explain the enhanced performance.

5.2 Categories of analysis

The data analysis aimed at responding the research question: “How could collaborative podcasting empower tenth graders’ oral proficiency?” To triangulate the information, the students’ survey, the corpus contained in the podcasts, and in the videocasts, plus the notes of teacher’s reflection were used. The language production and the learners’ assessment of the experience allowed concluding that collaborative podcasting empowered the participants. This positive effect can be categorized as follows: Podcasts and videocasts were friendly, they triggered creativity, they enhanced accuracy, they promoted collaboration, and they built self-confidence among students.

	Podcasts and videos were evaluated positively by the participants	Evidence
Podcast and videocasts proved friendly	<p>-The collaborative work evidenced by the 33 participants uploading the podcasts and the videos on time evidenced the ease they appropriated them with. Only one participant did not upload the video due to technical issues-.</p> <p>-The interaction increased significantly among the participants, listening to the podcasts, watching the videos of their classmates and commenting them-.</p>	<p><i>“En realidad es más sencillo de lo que creía; yo hice el podcast desde mi celular” (Student 4, survey N° 2, Figure N°3).</i></p> <p><i>“Aunque al inicio pensé que no podría hacer las intervenciones porque nunca había usado un podcast, luego que intenté fue muy fácil usar la página” (Student 10, Survey N° 2, figure N° 3).</i></p> <p><i>“Creo que es una gran idea. Yo que soy de tecnología siento que ahora sí estamos usando la internet; en las otras clases utilizamos el computador pero no podemos ver el trabajo de los otros” (Student 25, (Technology immersion task, 3).</i></p> <p><i>“The positive use of the podcast and videos has been evident, the students have been searching and using the websites to learn their use, and all of them expressed that they are able to use the tools.” (Teacher’s note 3).</i></p>
Podcast and videocasts triggered creativity	<p>-The participants significantly improved their level of argumentation.</p> <p>-The number of ideas expressed showed creativity to state facts, describe situations, facts, and provide reasons.</p>	<p><i>“Cuando estaba hablando desde mi casa, se me vinieron muchas más ideas a la cabeza, me sentí mejor. En el salón no sabía en realidad por qué el inglés es importante. Ya cuando grabé mi video incluso tenía tantas ideas que se me olvidó mencionar algunas” (Student 28, survey N° 3).</i></p> <p><i>“Me gustó mucho el video de mi compañero. El que hizo los bloopers fue muy chistoso y lo</i></p>

	<p>- Participants displayed appropriate use of English.</p> <p>-In the videos, the creativity also became evident when using different scenarios, background music, and bloopers to make the message entertaining.</p>	<p><i>curioso fue que lo vi varias veces” (Student 3, Student survey 3).</i></p> <p><i>The creativity of the participants surprised the fellow teachers who saw the interventions. They caught our attention as well as the videos that included music. With editing, the difference was remarkable. (Teacher’s note 5).</i></p>
Podcast and videocasts enhanced accuracy	<p>Participants increased their capacity for expressing, relating words, and producing ideas. They have improved their speech. In the final interventions, they spoke more spontaneously, with more fluency, and had a clear message to communicate.</p> <p>The more students used ICTs the clearer they expressed an opinion.</p>	<ul style="list-style-type: none"> ❖ <i>The fluency and clarity of the students improved notoriously with the use of the podcasts and the use of the videos. The results were positive in the analysis carried out by me as well as by the guest teacher. (Teacher’s note 6)</i> ❖ <i>Measuring oral production (Table N° 4) (Figure N°4) (Table N°5, Figure N°5)</i> ❖ <i>Oral intelligibility (Table N°6) (Table N°6)</i>
Podcast and videos built self-confidence	<p>The security and confidence shown by the participants in the final interventions were the proof that through the tools used the students left aside the factors that did not allow them to express themselves clearly in the classroom.</p> <p>Self-confidence creates a suitable environment for learning, for speaking, even for expressing opinions. It additionally improves the communication between the participants, overcoming fears, and the insecurity the students felt when they are learning a FL.</p>	<ul style="list-style-type: none"> ❖ <i>“Es la primera vez en mi vida que siento que en realidad hablo en inglés y que alguien me coloca atención. En el salón nadie te entiende” (Student 31, student Survey N° 3).</i> ❖ <i>“Ya no me da pena que mis compañeros me escuchen hablando en inglés. Creo que antes lo que era un motivo de burla ahora es una razón para darnos cuenta que estamos aprendiendo” (Student 18, student survey N°3).</i> ❖ <i>“Now students feel they can speak. It is satisfying to be able to demonstrate how they, who had never participated orally, felt able to participate in the class and left behind the idea of learning English but not speaking it.” (Teacher’s note 6).</i>
Podcast and videos promoted collaboration.	<p>The collaborative work in performing the podcasts and videos encourages the use of the target language and promotes the interaction. Improves the participation and helps the acquisition of social skills. The participation of all the students was a proof of how they could work together to achieve a goal.</p>	<ul style="list-style-type: none"> ❖ <i>“Luego de ver los videos y escuchar los podcasts de mis compañeros fue más sencillo, es más la mayoría pensaba casi lo mismo que yo” (Student N° 16, student survey N° 3).</i> ❖ <i>“Yo pensé que nadie iba a subir el video, es más yo tenía miedo, pero cuando vi a mis compañeros y me ayudaron a darme ideas me sentí bien y subí el mío” (Student N° 24, student survey N° 3).</i> ❖ <i>Relationship of frequency of views and understanding (Table N° 7, figure N° 9, Figure N° 10)</i> ❖ <i>It is evident that the more students interact with podcasts and videos, the better their level of comprehension is. (Teacher’s note 7).</i>

Table N° 12. Categories of analysis

Finding No. 1. Podcasts and videos proved friendly

At the beginning of the interventions, the students reacted positively to the use of the web pages intended for the creation of the podcasts and the videos. They felt comfortable and they highlighted the ease of use.

Finding No. 2. Podcasts and videos encouraged creativity

The use of videos and podcasts sprang the creativity of the participants by increasing the vocabulary, expressing interesting ideas about the topic which was the importance of English. They used their best skills. “*Pensé en diferentes maneras de hacer mi video, afuera, en la casa, y como intentar no se imitar a un Youtuber (risas) es chévere así es severo hablar en inglés en el salón es muy aburrido*” (S. 18. S.S 3). This creativity influenced the results; participants involved in expressing opinions.

Finding No. 3. Podcasts and videos helped to express themselves assertively

The participants showed improvement in the number of words, the number of propositions, and the clarity of the message. The participants went from not wanting to talk to expressing themselves in a natural and coherent way, eager to be heard by their classmates on many occasions. “*Antes se me olvidaba todo lo que iba a decir y no le entendía nada a mis los poquitos que se arriesgaban a hablar en Inglés*” (S. 13. S.S 3)

The oral proficiency of the students improved. The results indicated that the participants went from saying isolated and incomprehensible ideas in English to expressing a concrete, fluent, and relevant opinion.

Finding No. 4. Podcasts and videos generated determination and encouragement

When the participants started the intervention and even in the previous school years, they had the paradigm that it was almost impossible to learn to speak English at school.

That is why they did not consider it necessary; saying a simple idea in English was something utopian, and whoever risked doing so in the presence of classmates would be the target of ridicule and jokes. *“Yo les decía a los profes que mejor me pusiera el uno. Uno sabía que si tenía que decir algo en Inglés, lo cogían a uno de parche; además, a todo el mundo le daba pena decir algo en Inglés”* (S. 2. S.S 3).

The confidence shown by the participants at the end of the intervention was relevant to the point of showing themselves in front of a camera speaking in English, feeling the security of communicating an opinion for all their classmates; that environment of security allowed leaving behind the hostility to possible mistakes and classmates going from criticizing and mocking each other to listening and analyzing with respect the different options available online for class analysis.

Finding No. 5. Podcasts and videos fostered collaborative work

Entering a classroom and seeing the participants interacting in English was almost impossible in the context in which they found themselves prior to the interventions. There was even an individual competition to show who was the best. While implementations were being carried out, the collaboration among participants and the teamwork grew. The way in which they began to listen to the opinions of other participants in order to take a position in front of their opinion, as well as comparing their opinions led to the participants being immersed in a collaborative learning environment; the more they listened and saw their classmates, the level of interpretation increased. The number of views of the videos and the links of the podcasts showed an interaction that led to the positive results of the intervention. *“It is remarkable how the students talk about their interventions and ask about ideas and words they listened. They were asking about meanings, and they asked other participants for recommendations in order to have a clearer message”* (T.N 7).

It was evidenced that the more participants interacted with the opinions of other classmates, their level of comprehension was higher. At the moment they made the comprehension test, they felt safe and recognized the ideas and the message of their classmates in a clear way: a level of comprehension on listening skill never before evidenced by the group. *“Cuando presenté la prueba recordaba la mayoría de las palabras de los demás porque las había escuchado. Era la primera vez que entendía algo en inglés sin subtítulos, y era súper porque quienes hablaban eran mis propios compañeros”* (S. 33. S.S 3).

CHAPTER VI.

CONCLUSIONS AND PEDAGOGICAL PROPOSAL

This inquiry on the introduction of ICT to promote language proficiency revealed that initial difficulties with podcasts and videocasts must be addressed. In addition, collaborative peer work accounted for better classroom interaction and engagement.

The data in the implementation of a set of collaborative speaking tasks through the use of podcasting and videos proved how oral proficiency increased significantly.

Participants understood the importance of their participation in test-taking and in workshops. They focused on searching, listening, and watching their classmates' interventions, helping each other.

This research project converted oral interaction and the use of ICTs into something fundamental to the development of the skills of speaking and listening with a perspective of the social and collaborative development of learning an FL at school.

The results of this project coincide with Vera (2011) who claimed that the use of ICTs open new alternatives, areas, and spaces of exploration for students and teachers.

The findings concur with those of Arias (2012) which revealed the efficiency of tools such as podcasts, blogs, microblogs and wikis in the professional development of a group of future teachers but in a group of students with podcasts and videos.

As a result of this intervention, it can be concluded that adolescents in a large school will benefit from the regular use of digital resources such as podcast and videos for they are user-friendly, they trigger creativity and build self-confidence.

6.1 Limitations and further research

The results of this research were positive, but there were some aspects that limited the extent of the expectations. The first limitation was time because more interventions could have been applied, and probably it would have been more beneficial. Classes were interrupted because of labor disputes, leaving students in the lurch for seven weeks.

The second limitation was the size of the population. The findings could have been more representative with a larger number of participants.

Further research with more groups and more schools would be desirable to ascertain the educational value of podcasts and videocasts. I plan to assess the syllabus proposals I made for 10th and 11th grades in order to continue with the improvement of learning and teaching methods found in this proposal. It would be interesting to start working these strategies with another subject, like multimedia, systems, and arts in order to help the learners to create significant products, working on editing, sound, presentation, body language, and backgrounds to help make virtual speeches better and more representative.

After the implementation of the strategies proposed in this thesis and giving an account of the positive results found and analyzed, it would be a great advance to extend the use of technological tools to other skills involved in the learning methodologies. In the case of English, it covers lower courses where the emphasis is placed on the written language, using blogs, Twitter, or other virtual tools, like the strategies showed in this thesis, taking the learners to a learning collaborative model based on the use of current technology, thus achieving an immersion from the first years of high school.

Going even further, online oral production strategies such as those presented in this thesis in other subjects will be used, which can facilitate the work of teachers who have approximately forty students and little face-to-face time to be able to cover in many cases all of the contents or purposes proposed in each of their classes.

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APPENDICES

Appendix N° 1. Survey applied to students

		1002
	“FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL”	
	English basic speaking test	

Oral interaction in the classroom

1. You think interaction with your classmates in English into the classroom is:

- A. Usual
- B. Common
- C. Unusual
- D. Null

2. How often do you speak using the English as a foreign language in the classroom

- A. Almost always
- B. Usually
- C. Rarely never
- D. Never

3. What do you think is the most difficult to do in English

- A. Write it
- B. Read it
- C. Speak it
- D. Listen to it

4. Do you have any English contact outside the classroom?

- A. Yes all the time
- B. Yes but not all the time
- C. Only with music or movies
- D. Not at all

5. When your teacher speaks in English.

- A. I understand everything he says
- B. I just understand few words
- C. I can't understand almost anything

D. I don't understand a word

6. Listening activities in your English classes are:

- A. Very common
- B. Common
- C. Unusual
- D. Null

7. In an English class, you prefer to

- A. Write in your notebook
- B. Read articles
- C. Listen to your teacher
- D. Speak with your classmates in English

8. What is your strength in your process of learning English:

- A. The writing
- B. The reading
- C. The listening
- D. The speaking

9. What is your weakness in your process of learning English:

- A. The writing
- B. The reading
- C. The listening
- D. The speaking

10. What should be important in English class:

- A. Write exercises in the notebook
- B. Read texts and answer questions about them
- C. Listen to different speeches in English
- D. Talking about a specific topic with your classmates

11. How often do you listen to a person talking in English different from your teacher:

- A. Usually
- B. Sometimes
- C. Rarely never
- D. Never

12. Technological devices are in your English classes:

- A. Very common
- B. Common
- C. Unusual
- D. Null

13. Do you use any software or application to practice English outside the classroom?

- A. All the time
- B. Sometimes
- C. Rarely never
- D. Never


14. What don't you like to do in an English class?

- A. Write essays or articles
- B. Read articles or tales
- C. Listen to the news or radio programs
- D. Speak with your teacher and classmates

15. What might I need to do in English in the future?

- A. Write good essays in English
- B. Read books in English
- C. Understand what people are saying in English
- D. Interact and communicate with people in English

Appendix N° 2. Measuring sheet

		1102
“FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL”		
	Measuring sheet	

Measuring sheet

Participant Name: _____

Intervencion: Classroom Date: _____

Oral fluency scores:

Number of words per intervention	
----------------------------------	--

Meaning scores:

Number of propositions	
------------------------	--

Communication Scores:

Is there evidence of collaborative work?	
Is there a communicative message in interventions?	

Measuring sheet

Participant Name: _____

Intervencion: Podcast Date: _____

Oral fluency scores:

Number of words per intervention	
----------------------------------	--

Meaning scores:

Number of propositions	
------------------------	--

Communication Scores:

Is there evidence of collaborative work?	
Is there a communicative message in interventions?	

Measuring sheet

Participant Name: _____

Intervencion: Video Date: _____

Oral fluency scores:

Number of words per intervention	
----------------------------------	--



Meaning scores:

Number of propositions	
------------------------	--

Communication Scores:

Is there evidence of collaborative work?	
Is there a communicative message in interventions?	

Appendix N° 3. Listening test applied to students based on four different basic level audio

		1002
	“FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL”	
	English basic listening test	
Oral interaction in the classroom		

Listen carefully, then listen again and answer:**First part: Chicago**

- What building is famous in Chicago?
 - The Empire State
 - The Trump towers
 - The Willis Tower
 - The Water tower
- Which stadium do the Chicago Cubs play?
 - Wrigley field
 - Yankees stadium
 - Vancouver field
 - Cubs stadium
- What food is famous in Chicago?
 - Big cheese pizza
 - Deep fish pizza
 - Flavor pizza
 - Hot sauce pizza
- Which area is dangerous in Chicago?
 - The south side
 - The north side
 - All sides
 - Westside

Second part: Nigeria

- Where is Nigeria?
 - East of Africa
 - East coast of Africa
 - West coast of Africa
 - South of Africa
- How many languages are there in Nigeria?
 - Over 20 languages
 - Over 160 languages
 - Over 530 languages
 - Over 450 languages
- How many official languages?
 - Two official languages
 - Four official languages
 - One official language
 - Five official languages
- Are the main cities safe?
 - Yes, they are
 - Some of them
 - No, they aren't
 - Any of them

Third part: Burbank

1. How far is Burbank from Los Angeles?

- A. About 10 minutes away
- B. About 15 minutes away
- C. About 20 minutes away
- D. About 25 minutes away

2. What is Burbank known for?

- A. Movie studios
- B. Museums
- C. Shopping malls
- D. Cold weather

3. Who interviewed Esther?

A. A talk show host

B. A journalist

C. A policeman

D. An actor

4. What's the weather like in Burbank?

A. It's cold

B. It's warm

C. It's pretty hot

D. It's windy

Last part: Ecuador

1. Where is Ecuador?

- A. In North America
- B. In Europe
- C. In South America
- D. In Asia

2. Why did Molly go to Ecuador?

- A. To study science
- B. To study laws
- C. To study Spanish

D. To study gastronomy

3. What was Molly's favorite memory of Ecuador?

A. The environment

B. The food

C. Staying with her host family

4. What did she eat for dinner?



A. Eggs with juice

B. Cereal

C. Bread of coffee

D. Fruit

Appendix N° 4. Speaking test applied to students based on two different role plays.

		1002
	“FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL”	
	English basic speaking test	

English (ESL) Conversation questions: In a Restaurant Role Play

Create an imaginary scenario in whichever type of restaurant you would like. The customer can be friendly, rude, and funny or any type of character they wish.

Waiter: Do you have a reservation?

Customer: _____

Waiter: How many people are in your party?

Customer: _____

Waiter: What would you like to order?

Customer: _____

Waiter: Would you like a drink with that?

Customer: _____

Waiter: I'm sorry, we don't have any left. Is there anything else you'd like?

Customer: _____

While eating the food

Waiter: How is your meal?

Customer: _____

After meal

Waiter: Would you like some dessert or coffee?

Customer: _____

Finished eating

Customer: Can we have the bill please?

Conversation Questions: Computers, Computer Games, the internet, and Video Games

Student 1: Do you own a computer?

Student 2: _____

Student 1: What type of computer is it?

Student 2: _____

Student 1: Are you good at using computers?

Student 2: _____

Student 1: How often do you use the internet?

Student 2: _____

Student 1: What sites do you visit most often?

Student 2: _____


Student 1: Do you find the internet useful?

Student 2: _____

Student 1: What computer would you love to buy?

Student 2: _____

Appendix N° 5. Technology immersion task applied to students

	“FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL”	
	Immersion Task 1	
Name:		

TECHNOLOGY

Before the discussion: Do you know the following words and phrases?

- | | |
|---------------|--------------------------|
| -gadget | -efficient |
| -tech | -device |
| -social media | -artificial intelligence |
| -techie | -apps |
| -privacy | |
| -geek | |

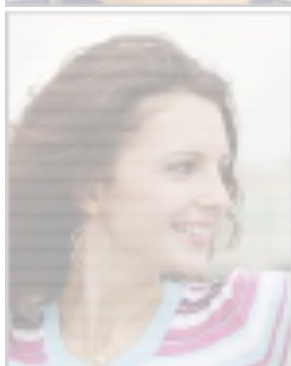


Understanding different points

We asked three students from around the world to talk about the pros and cons of technology. Here are their replies.



“I just love bright shiny gadgets. I’m always the first in line to buy one when they come out! Technology is great! Imagine all the things you can do on the Internet these days – banking, shopping, connecting with friends. I even work from home. Soon, I’ll never need to leave the house!”



“It might seem old-fashioned to say this, but I miss the days when people really talked to each other. Now, when I go out with my friends, they spend half the time looking at their phones or their iPads. Recently, I went out to dinner with my boyfriend and he was on Facebook and Twitter for the whole meal. It was the worst date I’ve ever had!”





*“Technology definitely makes things faster and easier. For example, you can put a GPS system in your car and you’ll never get lost again. **On the other hand, I use Facebook a lot and I worry about my privacy.** Sometimes my friends post pictures of me that I wouldn’t want my parents to see!”*

Discussion

- 1 Are you good with technology?
- 2 What are the pros and cons of modern technology?
- 3 What is your favorite gadget?
- 4 How was life different before the Internet and Smartphones?
- 5 What is your favorite website?
- 6 Would you like to work in the field of IT?
- 7 Do you ever worry about your privacy when online?
- 8 Apart from computer technologies, what are some other inventions that have had an impact on our lives?
- 9 Do you think people will ever live on Mars?
- 10 What would you like to see invented in the next decade?

Appendix N° 6. Technology immersion task 2 to the school Bosa Brasilia 1002 students

		
	“FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL”	
	Immersion Task 2	
Name:		

How to Podcast

What is a Podcast?

In this article, I'm going to explain what a podcast is and why it's becoming such a popular media. This is going to be an easy to understand podcast definition in everyday terms.

You're about to see how you can find a huge variety of new and interesting content from the internet to fill your MP3 player for free. You can listen to what you want, when you want, and how you want.

Imagine getting new “radio”-style talk and music shows to listen to on your iPod or other MP3 player every day. You wake up and automatically have new shows ready to listen to while you exercise or commute to work. This is the podcast listening experience.

Not only that, but anyone can create his or her own “radio”-style show and broadcast it to the world in very little time and at very little cost. All you need is a computer, a mic, and the internet.

When I first heard about podcasting I was blown away. I spent a week reading everything I could about podcasts and finding new podcasts to listen to. I was so excited about the idea of so much free, original and interesting content to listen to. I could also sense that this was going to be an amazing new way to share content across the internet and to millions of mp3 players.

The word podcast is a play on the word broadcast combined with the word iPod (one of the most popular portable MP3 players). Apple did not invent the word podcast, although I'm sure they are enjoying the free marketing they are getting from the popularity of podcasting.

You do not have to have an iPod to listen to a podcast. In fact, I personally believe there are many other MP3 players that are better for listening to podcasts. You can listen to podcasts on anything that plays MP3s. Once the podcast is downloaded, it's just an MP3.

The Podcast Revolution:
You Can Create or Listen to Whatever
Kind of Audio Content You Can Imagine.



Anyone can create a podcast. All over the world, people are creating podcasts on subjects ranging from movies to technology, to music, to politics and whatever else you can think of. This is new original content made by passionate people who want to share their creativity with the world.



The cost to start podcasting is so low that anyone can do it. Most podcasters are everyday people like you and me. They could be talking to you driving in their car, sitting in their living room or speaking at a conference. You get to glimpse into their lives and into their interests.

Podcasters are creating very raw and real content and listeners are responding. Free from corporate radio and broadcast regulations, you can create whatever kind of show you can imagine.

Some podcasts are “talk show” style. Others introduce you to the latest bands and music. With podcasts, you can stay current on the news, get a glimpse into someone’s life, listen to movie reviews and the list goes on.

Most podcasts are made by people who are very passionate about their subject. Passion is infectious and interesting to listen to. Since the birth of podcasting, a huge variety of shows have shown up on the internet.

In addition, many major media outlets are also now offering podcasts. You can listen to NPR, Rush Limbaugh and many major news outlets by podcast.

Maybe you're still wondering what all the hype is about. MP3s have been on the internet for quite some time. Internet radio is nothing new. Audio blogs have been around for awhile, too.

What sets podcasts apart is that they can be automatically downloaded to your computer and synced to your MP3 player without you lifting a finger. You can wake up each morning with new shows on your MP3 player ready to listen on your way to work.

This ease and convenience of this automatic delivery is powerful. This is what sets podcasting apart and made it so popular. Imagine walking into Starbucks to get a drink and by the time you leave you have new shows to listen to on your MP3 player. We haven't reached that point yet, but we are headed there.

This amazing technology came out of the minds of David Winer and Adam Curry (you may remember Adam was a VJ on MTV in the mid-80s). Adam wanted an easy way for people to create audio content and for listeners to automatically receive it to their MP3 players.

Podcast Definition Summary

Now it's time for your pop quiz. Quit your whining. I promise it's easy:

1. What are podcasts:

- a) A new type of media that puts you in control of what you listen to, when you listen to it and how you listen to it (usually on a computer or portable audio player)
- b) An easy way to share your own audio content on the internet with a focused audience
- c) A media that can be created with equipment you probably already own, for little cost and in as little as a day
- d) A way to become a recognized expert or celebrity in your niche
- e) A powerful way to connect with your customers and promote your business to them on regular basis
- f) All of the above (you saw that coming)

If you answered 'f', then you were right. If you didn't answer 'f', then I'm wondering how you got to this point on the page without even reading about what is a podcast. Just to top it all off, here is a podcast definition from the Oxford English Dictionary (yes, podcasting is in the dictionary now...how validating):



***podcast** n. a digital recording of a radio broadcast or similar programme, made available on the Internet for downloading to a personal audio player.*

Taken from: <http://www.howtopodcasttutorial.com/what-is-a-podcast.htm>

1. With your own words describe what is a podcast
2. Which kind of podcast, would you like to listen?
3. Have you listened to radio or podcast online?
4. Name three advantages of using podcasts.
5. For the next class, look for at least 5 podcasts online, describe
 - What were they about?
 - How long were they?
 - Was it difficult or easy to find them?
 - Write down the websites you used to listen to them.



Appendix N° 7. Technology immersion task 3 to the school Bosa Brasilia 1002 students

		
	“FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL”	
	Immersion Task 3	
Name:		

Videocast

The Videocast or Video podcast is a multimedia technology that allows broadcast audio and video information via a digital transmission by internet generally.



To make this communication a streaming server needed a communication channel and a customer who may well be a computer, mobile device or any terminal connected to the Internet with a capacity to reproduce and have broadcast the moment when needed. It is common to use mpg or mp4 to encode information. The videocast is closely related to the concept podcasting, what difference is the multimedia character of the videocast about the podcast (which is audio only). The videocast like the podcast allows syndication via RSS that allows the automatic update with the file that the videoblogger has created for your website. The videos are short and are on file extensions bit heavy permitting easy distribution and storage.

The Videocast allows the viewing of videos on our computer without network connection as they are downloaded and are stored. However, in recent years the streaming technology dissemination of information has allowed us to view any file on the network without downloading it to your computer. The coexistence of the two systems allows us to choose between simple query file or download. The most widely used and accepted streaming technology is due to the immediacy of consultation and it does not require space on your hard disk.

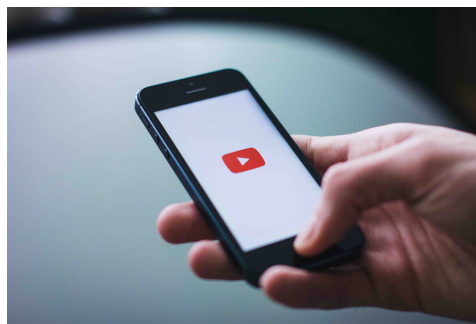
YouTube

YouTube is a free video-hosting website that allows members to store and serve video content. YouTube members and website visitors can share YouTube videos on a variety of web platforms by

using a link or by embedding HTDM code.



1. Have you ever watched videos on Youtube? Why?
2. Which kind of videos do you usually watch?
3. How often do you use Youtube?
4. At home, watch 5 different videos in English and answer:
 - a. What were they about?
 - b. How long did they take?
 - c. Which device did you use?
 - d. Did you recognize someone famous or not? Who?



Your videos are a whole lot more fun when you can share them online, and YouTube is one of the best ways to do that. While it's mostly a simple operation, it's not something everyone knows how to do. This guide provides a walkthrough to help newcomers sign up for a YouTube account and upload their first video.

Uploading videos to YouTube might seem a little intimidating if you've never done it before, but once you've done it you'll find it's very quick and easy. You'll find a video walkthrough at the top of the page and it will take you through this entire process. If you'd prefer to read each step, or just want a text reference for the video, you'll find it below.

To get started, you'll need to have a YouTube account if you don't already. If you've already signed up for one, just skip this section. If not, here are the steps you'll need to take:

1. Go to [youtube.com](https://www.youtube.com).
2. Click the large blue "Create Account" button or the smaller link with the same name at the top right of the page.
3. Fill out the form with your personal information. If you have a Gmail address, entering it as your email address in this form will save you sometime later. When you're done filling out the form, click the "I Accept" button.
4. If you used your Gmail account when creating your YouTube account, you'll be asked to link them together on the next page. If this is the case, link the accounts. If you *did not* use your Gmail account (because you don't have one) you'll be asked to create on on the next page. If this is the case, create a Gmail account and it will be linked to your new YouTube account.
5. Now you're signed up and should be automatically signed in. You'll know if you're signed in if you see your YouTube account name in the upper right corner of the screen. If you don't, you should see a "Sign In" link up there. Click that, then sign in with your new YouTube username and password.

Now that you have an account, uploading a video is very easy. Here are the steps you need to follow:

1. Make sure you're signed into your account by looking up at the top right-hand part of the page. If you see your username, you're signed in.
1. To the left of your username, you'll find a link called "Upload." Click on that.
2. A new page will load and you'll be presented with two options. The first option is a yellow button labeled "Upload video" and a link titled "Record from the webcam." You want to click the "Upload video" button.
3. Once you've clicked the "Upload video" button, you'll a new window pop up that will let you select a file from your hard drive. Select the video you want to upload and click the "Choose" button.
4. The video will start to upload and you'll see its progress as well as a bunch of other options. Make sure you *do not* close this page until the video has finished uploading or it will not finish. While the video is uploading you can change the name, add a description, set your privacy options, and fill out other relevant information.
5. Once the video has finished uploading it will need to spend some time processing on YouTube's servers before it is ready for viewing online. You'll be able to watch it process at the top of the page. Once it reaches 100%, you'll see a link at the top of the screen that you can click to view your video. Alternatively, you can always find your videos by click on your username at the top left of the page and then choose "Videos" (which may be labeled as "My Videos" for some accounts). This will let you access all the videos you have uploaded.
6. When you're on your video's page, you'll be able to watch it and share it. You'll find a button labeled "Share" underneath the video that will provide you with a link to send to other people and a few other sharing options, such as email and Facebook.

Congratulations, you've just uploaded your first video to YouTube. Now that you know how it works, you should have no trouble doing it again and again.

Taken from: <http://lifehacker.com/5804501/how-to-upload-videos-to-youtube-for-beginners>

At home:

- Make the first 5 steps, next class show your account to the teacher.
- Read carefully private settings and put in it videos only for you.
- Do not share any personal video without teacher's permission in this new account.

Appendix N° 8. parents' permissions document

CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

Institución Educativa: _____

Municipio: _____

Yo _____, mayor de edad, ☐ madre, ☐ padre, ☐ acudiente o ☐ representante legal del estudiante _____ de _____ años de edad, he (hemos) sido informado(s) acerca de la grabación del video de práctica educativa, el cual se requiere para que el docente de mi hijo(a) pueda llevar a cabo el análisis de datos de su proyecto de maestría.

Luego de haber sido informado(s) sobre las condiciones de la participación de mi (nuestro) hijo(a) en la grabación, resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad, entiendo (entendemos) que:

La participación de mi (nuestro) hijo(a) en este video o los resultados obtenidos por el docente en su finalización de maestría no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso.

La participación de mi (nuestro) hijo(a) en el video no generará ningún gasto, ni recibiremos remuneración alguna por su participación.

No habrá ninguna sanción para mi (nuestro) hijo(a) en caso de que no autoricemos su participación.

La identidad de mi (nuestro) hijo(a) no será publicada y las imágenes y sonidos registrados durante la grabación se utilizarán únicamente para los propósitos del proyecto o evidencia de la práctica educativa del docente.

Atendiendo a la normatividad vigente sobre consentimientos informados, y de forma consciente y voluntaria



[] DOY (DAMOS) EL CONSENTIMIENTO [] NO DOY (DAMOS) EL CONSENTIMIENTO para la participación de mi (nuestro) hijo (a) en la grabación del video de práctica educativa del docente en las instalaciones de la Institución Educativa

Lugar y Fecha: _____

FIRMA MADRE FIRMA PADRE CC/CE: CC/CE:

FIRMA ACUDIENTE O REPRESENTANTE LEGAL CC/CE:

Appendix N° 9. Final survey N°3

		
	"FORMACIÓN INTEGRAL HACIA LA EXCELENCIA HUMANA Y LABORAL"	
	Name: _____ Final survey N° 3	

Answer the following questions: (They could be answered in Spanish)

1. What is something you did in these interventions that you think you will remember for the rest of your life?

2. What is something you accomplished in these interventions that you are proud of?

-

3. What was the most challenging part of these interventions for you?

-

4. What are the three most important things you learned from the interventions?

5. What do you think were your biggest improvements?
